

Pupil premium strategy statement Lincroft Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lincroft Academy
Number of pupils in school	929
Proportion (%) of pupil premium eligible pupils	15.93% (148 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/26
Date this statement was published	18.12.2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Appadoo, Principal
Pupil premium lead	Leanne Drake, Assistant Principal
Governor Lead	Esther Grey, Academy Council

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137, 600

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,600

Part A: Pupil premium strategy plan

Statement of intent

Our strategy is framed by delivering the **Meridian Trust 'Pupil Premium Charter'** so that:

- **disadvantaged students make progress in line with their peers in all subject areas;**
- **disadvantaged students attend school regularly in line with national average attendance statistics to support their progress;**
- **disadvantaged students have memorable enrichment experiences during their school journey to broaden their horizons and to develop universal skills such as teamwork and leadership;**
- **disadvantaged students have personalised intervention to support their next steps and future post-16 pathway.**

To achieve these objectives, the school will focus on the key principles:

- **All disadvantaged students will make academic progress in line with their peers**

High quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged students require the most support. At Lincroft Academy, we aim to have the very best teaching in every subject area. We aim to ensure all disadvantaged students make progress in line with their peers through dedicated tutor mentoring, having the tools such as equipment to access all resources, inclusion in intervention classes and staff ensuring disadvantaged students are supported sufficiently in their classrooms through 'Quality First Teaching' and a specific focus on feedback so their understanding can be deepened and their progress accelerated. Our approach to academic progress will be rooted in regular and robust assessment where students can then be supported appropriately, whether this be to stretch those more able disadvantaged students or to secure the foundations of learning for those who may require it.

Curriculum leads have a specific focus on disadvantaged students academic progress, which is monitored and reviewed regularly as part of the RAP meetings with Senior Leads. Bespoke mentoring and revision sessions are delivered to Year 11 disadvantaged students following the mock exams analysis and student voice. These sessions are specifically designed to close any gaps in student knowledge and raise confidence and aspiration in the approach to the Summer Exams.

- **All disadvantaged student's attendance will be above or in line with national average attendance**

Good attendance makes a difference to the academic outcomes of all students. Therefore, monitoring the attendance of disadvantaged students through our rigorous attendance procedures, intervening early, celebrating high attendance and working with students and parents where there are concerns will happen. Our Attendance Officer, Senior Tutors, Tutors, Student Support Assistants (SSAs) and external agencies will all contribute to ensuring attendance to school is at least in line with national average statistics.

The 5 Pillars of Inclusion also support students with their attendance. The House teams build a strong relationship with families working closely with them to improve attendance. The tutor is the first port of call for all families and through academic mentoring students are encouraged to set aspiration attendance targets. The support is scaffolded up through the House Team and includes contact with SSA's, Senior Tutors and Head of Houses as they work closely with students and their families. The Five Pillars of Inclusion rooms also provide bespoke spaces for students to access support in school for a wide range of needs.

- **All disadvantaged students will be supported to develop memorable enrichment experiences that broaden their horizons, develop their skills and grow their independence**

Disadvantaged students will have the opportunity to take part in many enrichment experiences in their time at Lincroft Academy to help support their future. This includes trips and visits to support academic learning or their cultural awareness, alongside being able to attend a great breadth of clubs, across the curriculum,

during the school day and beyond. All students will take part in the Meridian Trust PLEDGES programme. This is an award system which offers students a range of character-building opportunities that enhance their learning and development of key qualities such as leadership, a sense of community, moral purpose and taking responsibility.

As part of Lincroft Academy's PP charter all disadvantaged students will have access to free music tuition on a wide range of instruments. They are also invited to participate in a bespoke trips aimed solely at supporting disadvantaged students including a trip to The University of Bedfordshire to raise aspirations and an outdoor adventure residential in Wales, run in conjunction with Meridian Trust, to build confidence, resilience, and self-belief.

Our commitment to support disadvantaged students extends into Careers education and advice, ensuring that all disadvantaged students will also have priority access to the career's advisor at school and their appointments will be offered first.

- **All disadvantaged students will be supported to foster independent learning, greater autonomy and self-directed learning through teacher strategies and supportive pastoral care**

All disadvantaged pupils will have access to a tutor and a wider House team of pastoral support staff who will ensure their conditions for learning in school and at home do not hinder their academic progress. Teaching strategies and whole-school initiatives will strive for disadvantaged students to gain greater autonomy, resilience and being able to self-direct their learning. The Five Pillars of Inclusion support students through provision of the right space at the right time, whether it be specific subject intervention, access to a trusted adult or some time to think outside of the classroom the Five Pillars meets the needs of the individual.

- **Each student will have an understanding of the progression route and opportunities available to them post 16**

Lincroft Academy has a CEIAG (Careers) package that meets all the Gatsby Benchmarks for excellent Careers guidance. For our disadvantaged students they will have an enhanced package that includes personalised mentoring, access to

'Insight Events,' dedicated Careers interviews with an independent Careers Advisor as well as having the opportunity to complete an aspirational work experience placement.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<ul style="list-style-type: none"> All disadvantaged students will make academic progress in line with their peers over the next 3 years 	<p>When students complete their GCSE exams or equivalent, all disadvantaged students will have made progress in line with their peers from their initial starting point in Year 7.</p>
<ul style="list-style-type: none"> All disadvantaged students' attendance will be above or in line with national average attendance over the next 3 years 	<p>Disadvantaged students who attend Lincroft Academy will have an attendance that is above national average attendance when compared to other disadvantaged students and in line with the national average attendance of all students.</p>
<ul style="list-style-type: none"> All disadvantaged students will be supported to develop memorable enrichment experiences that broaden their horizons, develop their skills and grow their independence over the next 3 years 	<p>All disadvantaged students to have completed the PLEDGES Award to at least Silver level before they leave Lincroft.</p> <p>All disadvantaged students to have attended at least 3 'off-site' or 'on-site' activities to support broaden their horizons, develop their skills and grow their independence. This may include</p>

	<p>completing the Duke of Edinburgh Award. Trips and visits to be subsidised.</p>
<ul style="list-style-type: none"> • All disadvantaged students will be supported with independent learning, greater autonomy and self-directed learning through teacher strategies and supportive pastoral care over the next 3 years 	<p>All disadvantaged students will have at least 3 1:1 Academic mentoring meetings with their tutor during an academic year to ascertain barriers to learning. Where there are barriers, Lincroft Academy will work with the student and parents to remove these, i.e. access to online platforms and equipment.</p> <p>Staff will successfully employ Quality First Teaching to meet the needs of their disadvantaged students with a particular focus on high quality feedback.</p> <p>Staff will follow our CARE values and award CARE points to promote and support the achievement of all students.</p>
<ul style="list-style-type: none"> • Each student will have an understanding of the progression route and opportunities available to them post 16 	<p>Every disadvantaged student will have 2 Careers' Meetings with an Independent Careers Advisor.</p> <p>Every disadvantaged student will be offered, along with a parent, a personal invite to 'Careers Insight' events</p> <p>Every disadvantaged student will take part in an 'Aspirational Work Experience' placement.</p> <p>All disadvantaged students will gain a suitable post-16 educational placement (College, 6th form, apprenticeship) when leaving Lincroft Academy at the end of Year 11.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior tutors to drive and focus on PP attendance, removing barriers to learning and supporting mental health/well-being through the implementation and monitoring and analysis of academic mentoring of disadvantaged students within their House across the academic year</p> <p>– 1:1 mentoring</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 5, 7</p>
<p>Dedicated tutors to mentor disadvantaged students within</p>	<p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4</p>

their form group across the academic year – 1:1 mentoring	Peer tutoring EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk)	
SLT with specific focus on the achievement and well being of students in receipt of PP funding through analysis of data and implementation of PP charter across the school.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk)	1, 5
An additional Teaching Assistant role to support the academic progress of disadvantaged students	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>The Meridian Trust Reading charter and our CARE to read framework including teaching strategies such as modelled reading, supports reading and comprehension across the whole curriculum.</p> <p>– purchase of materials and intervention activities.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>2 x Academic Mentors and 1 x HLTA to support specific students (mainly disadvantaged students) make progress in Maths, English, Humanities and Science – DFE School Led Tuition guidance route 2.</p>	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 6</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Subsidised trips/visits/Enrichment activities for Disadvantaged students to support their academic and personal development	Physical activity EEF (educationendowmentfoundation.org.uk)	1, 5
Exercise Behaviour Intervention (External Small Group Mentoring) to support the aspirations and behaviour of specific disadvantaged students	Aspiration interventions EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4,5
All students in Y7-9 will complete the PLEDGES programme to at least bronze level – disadvantaged students supported to achieve this where necessary	Aspiration interventions EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk) Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	
Contingency for issues that may arise – need for uniform support, equipment or urgent/unplanned travel to and from educational setting		1,2,3,4,5,6,7

Total budgeted cost: £ 137,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcomes for each of the aims last year;

1. To ensure disadvantaged students make progress in line with their peers in all subject areas

As part of the school's dedication to improving outcomes for all students last year's statement of intent specified a focus on feedback as we recognised its importance in deepening understanding and accelerating the progress of students. CARE to Teach and CARE to Learn have been implemented and monitored across the curriculum to ensure high quality teaching including regular and effective use of assessment for learning. As part of this all classrooms were equipped with 'classroom packs' including white boards, white board pens, and purple pens to break down any barriers around access to equipment and allowing teachers to access materials that support AFL with ease. Whole school training was delivered throughout 2024- 2025 on the CARE to teach framework including a consistent approach for 'do now' tasks and for using whiteboards. This was monitored through learning walks throughout the year.

In addition, fulfilling our intent, all disadvantaged students were provided with the tools, such as equipment, revision guides and support with uniform to access all resources and remove barriers.

All disadvantaged students were invited into intervention classes throughout the year and Year 11 students were also invited to an 'Easter School' providing quality intervention to support Year 11 examinations.

After assessment points in the school calendar the progress of students in receipt of PP funding are analysed by Curriculum Leads and SLT. Specific and bespoke strategies are put in place for students that require additional support if they are at

risk of not achieving their MTG's. Plans to support included Academic mentoring with House teams and positive start meetings with parents

2024 outcomes

Data	All	PP	Non PP
P8 Score	N/A	N/A	N/A
A8 Score	51.41	40.64	52.78
English & Maths 4+	81%	52%	85%
English & Maths 5+	59%	26%	63%

2025 outcomes

Data	All	PP	Non PP
P8 Score	N/A	N/A	N/A
A8 Score	44.54	35.95	46.54
English & Maths 4+	72.77%	41.67%	78.71%
English & Maths 5+	47.64%	22.22%	53.55%

Between 2024 and 2025 the gap between PP and non-PP at 4+ E&M has widened from 33% to 37.03%

Between 2024 and 2025 the gap between PP and non-PP 5+ E&M has narrowed from 37% to 31.33%

Between 2024 and 2025 the APS gap between PP and non-PP has narrowed slightly from 12.14 to 10.59%

All disadvantaged students in 2024 and 2025 went on to secure places at further education providers including Milton Keynes College, Bedford College and Kimberley College.

To ensure disadvantaged students attend school regularly in line with national average attendance statistics to support their progress.

In line with our intent, all student's good attendance was, and is, celebrated.

Throughout 2024 and 2025 every student that had good attendance was regularly entered into an attendance draw in celebration assemblies to receive a prize to recognise their efforts and to inspire others to do the same.

Throughout 2024 and 2025 systems were embedded; a focus on Attendance and monitoring system was embedded by the SLT Lead and supported by the Attendance Officer and the pastoral team.

The House system was further developed and embedded. The continued rational and objective for this was to ensure that every child was supported and valued.

Each of the four HoH and Pastoral teams lead a quarter of each year group allowing more time to focus on the individual. Tutor first intervention continues, as the tutor taking the lead on any initial concerns, making contact with the family. This is supported by the House SSA and layered up through the ST and HoH. Students were also supported by the 5 pillars of inclusion.

Our Attendance for Disadvantaged students is below that of the whole school attendance data. For example, in 2024/25 students' attendance was on average lower 5.9% than the whole cohort average.

Positive impact was measured in the improvement in attendance in Y11 students in receipt of PP funding, where the gap closed by 3.9% between 2024 and 2025. Pupils in receipt of PP funding at Lincroft Academy have attendance slightly above National average. In addition, students in receipt of PP funding are also lower than the national average.

House teams will continue to increase focus on attendance of disadvantaged students in effort to reduce the attendance gap. This will be done through increased communication with students and families to work together to support any student's individual barriers.

- **To ensure disadvantaged students have memorable enrichment experiences during their school journey to broaden their horizons and to develop universal skills such as teamwork and leadership.**

All disadvantaged students enjoyed the opportunity to take part in a variety of enrichment experiences at Lincroft Academy.

In the academic year 2024- 2025, over 75 different club, trips and experiences were offered to all students to support academic learning or cultural awareness. All

students were able to attend clubs during the school day and beyond, including sports fixtures and school performances. In addition, all disadvantaged students were able to access specialist provision such as access to Bedford Cooperative music tuition. 62% (66 of 137) students in receipt of PP funding attended at least one of these activities.

In 2024 -2025 there was at least one additional trip or enrichment experience, specifically designed for each year group, that disadvantage were able to access. For example, students in Y10 and Y11 were able to watch live theatre versions of 'Macbeth' and 'A Christmas Carol' through a traveling theatre production to support understanding of the texts at GCSE. Y9 students, in receipt of PP funding, were invited to a bespoke, Trust led, Outward bounds trip to Aberdyfi and a bespoke trip to University of Bedfordshire to raise aspirations. Disadvantaged students in Y8 had access to the newly introduced bespoke PP funded Outwards bounds trip to Grafham waters and Disadvantaged students in Y7 students had access to experience an Authors visit to enrich the English curriculum.

Aberdyfi again provided opportunity for a residential experience as part of the Meridian Trust PP Charter commitment.

All students engaged with the 'Pledges', an award system which offers students a range of character-building opportunities that enhance their learning and development of key qualities such as leadership, a sense of community, moral purpose and taking responsibility. A dedicated session of the tutor curriculum has been created to support this.

- **To ensure disadvantaged students have personalised intervention to support their next steps and future post-16 pathway.**

To support all disadvantaged students in achieving their further post 16 pathway, each year group are given tailored careers advice to support them with their age-group's requirement. For example, Y7 students are introduced to careers and access a Career Support session in the form of a 'Future Careers' workshop in the summer term. Y8 are supported in their selection of GCSEs through small group careers advice sessions alongside as a support programme of assemblies, taster sessions, workshops and an open evening. Student in receipt of PP funding attend a bespoke trip to University of Bedfordshire in Y9, in addition to the programme of career assemblies and use of Unifrog. All students in Y10 are supported through a high-

quality work experience placement and Y11 students have access a further education fair and regular assemblies led by a large variety of further education providers.

During a student voice panel, the majority of students in receipt of PP funding felt that the Career provision was very good voicing positive feedback and attitude towards this process.

Throughout 2024- 2025 all disadvantaged students in years 10 and 11 engaged with one-to-one career advice and guidance and received regular assemblies from local further education providers throughout their final year to support them in their decision-making process.

The impact of this is that all students had confirmed destinations for further education on results day for local colleges and sixth form providers. There are no students in receipt of PP funding that have become NEET.

- **All disadvantaged students will be supported to foster independent learning, greater autonomy and self-directed learning through teacher strategies and supportive pastoral care.**

In 2024 the Academy moved to vertical tutoring to further strengthen the support that all students received at school. The House system is made up of four Houses; Amethyst, Emerald, Sunstone and Topaz. We also implemented the 5 Pillars of Inclusion.

All disadvantaged pupils in 24-25 were supported by a strong House pastoral team, including their Tutor, Student Support Assistant, Senior Tutor, Head of House and the 5 Pillars of Inclusion. The team provided individual support for disadvantaged students to help them overcome any barriers that prevented them from developing their independent learning skills through the development of relationships with the families and students. The focus on tutor first intervention throughout 24-25 has also further developed the schools' relationships with families and opened up lines of communication and support for our students in receipt of PP funding. An example of tutor first intervention is Academic Mentoring, students receive three sessions of mentoring spaced throughout their academic year to encourage them to identify

and work towards aspirational goals, at each session the goals would be reviewed and discussed alongside students' attendance and progress data.

QFT including adaption, alongside the drive for greater use of feedback via our CARE to teach framework supported students to foster their independent learning skills.

Continued CPD and implementation of classroom packs supports staff to drive standards and high expectations across the curriculum for all learners.

- **Each student will have an understanding of the progression route and opportunities available to them post 16.**

All disadvantaged students engaged with a CEIAG (Careers) package that meets all the Gatsby Benchmarks for excellent Careers guidance. Our disadvantaged students also received an enhanced package that included personalised mentoring, access to 'Insight Events' dedicated Careers interviews with an independent Careers Advisor

As part of our commitment to the Pupil premium charter and careers support, every student had access to 'Unifrog,' a web-based platform to support students with their understanding of further education and employment. Careers assemblies run throughout the year led by different employment sectors such as the NHS and Armed forces complemented by 'Career breakfasts,' where students interested in a particular career or focus of study are invited to meet and talk with a representative from that sector.

All students in receipt of PP funding are prioritised for meetings with the careers advisor and given additional focus and support in accessing a high-quality work placement in Y10. Additionally, students in receipt of PP funding are invited to a trip to the University of Bedfordshire in Y9 designed to raise their further education and career aspirations.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Baseline assessment package for Year 7 students joining with no baseline data	GL Assessments – Progress Tests (English, Maths and Science)
Student survey package used to evaluate student perception of school and to themselves as learners – Used to inform pastoral and wellbeing intervention.	GL PASS survey
The National College CPD for teachers. to develop strategies specially focussed on recovery curriculum, mental health and engagement in remote learning	The National College Meridian Learning
Resources to support Maths recovery curriculum	Sparx maths/Mathswatch/Mathsbox
Learning and Revision Platform	Tassomai
	Sparx
	Everlearner
	Languagenut
Tutor curriculum	The Days News 24/25
Carrer guidance, further education support and raising aspirations.	Unifrog

Further information (optional)

There are a number of activities outlined in 'The strategy document' which have been taken from the ['Meridian Trust Pupil Premium Charter'](#). This Charter closely follows the principles outlined in the ['Meridian Trust Statement of Principles'](#).

The Charter focuses on closing the gap in attainment, attendance, parental engagement, CEIAG (Careers, Information, Advice and Guidance) and pupil experiences.


There is much evidence to suggest that those in receipt of Pupil Premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. Therefore, a significant strand of the Charter focuses on giving pupils a set of experiences and memories they will never forget. We encourage all pupils, but especially those in receipt of Pupil Premium Funding, to [Extend the Boundaries of Learning](#) and take part in school trips, visits and to live a broad range of childhood experiences offered in Meridian Trust schools.

The impact of activities outlined in the Charter and in the strategy document above, are reviewed throughout the academic year both internally by the school, as well as through quality assurance visits coordinated by the Trust.



MERIDIAN TRUST PUPIL PREMIUM CHARTER

'Students are entitled to a broad and rich curriculum and schools across the Meridian Trust will provide opportunities for children to participate in activities to develop wider skills beyond the classroom...' (Meridian Trust Pupil Premium Statement of Principles)

			
ACADEMIC MENTORING AND SUPPORT	CAREERS GUIDANCE	EXPERIENCES AND ENRICHMENT	ATTENDANCE AND PROGRESS
<p><i>Each student will benefit from a personalised academic mentor who will work to ensure:</i></p> <p>The annual 'PASS' survey is used to identify needs and target the right personalised help and support to succeed</p> <p>At least three 1:1 interviews take place each year with an Academic Tutor or PP Mentor</p> <p>Parents/carers are kept informed and actively encouraged to attend at least one face to face consultation about their child's progress a year</p>	<p><i>Each student will have access to the best possible career guidance and as a minimum will:</i></p> <p>Attend at least three interviews with an independent careers adviser (usually one during Y7-8 and two during Y9-11)</p> <p>Benefit from at least five different careers 'encounters' with employers or the work place between Y7-11</p> <p>Complete at least one aspirational and high quality work experience placement during Y9-11</p>	<p><i>Each student will have memorable experiences that will support engagement and grow independence through:</i></p> <p>Achieving, as a minimum, the Meridian Trust Bronze PLEDGES Award by the end of Y9, and Silver PLEDGES Award by the end of Y11</p> <p>Attending at least three off site 'experiences' trips or visits during Y7-8</p> <p>Experiencing a residential trip by the end of Y11 and/or being given significant and free access to music tuition or other specialist tuition</p>	<p><i>Each student will be supported to ensure attendance and achievement in line with their peers through:</i></p> <p>Access to appropriate, targeted and meaningful additional support to ensure progress in line with their peers in English and maths during Y7 and Y8</p> <p>Close monitoring and early help or support to remove any barriers to poor attendance</p> <p>Individual support and assistance to remove the barriers to success such as help with homework and personal study</p>

