

# 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	947
Proportion (%) of pupil premium eligible pupils	13.5% (131 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Emma Appadoo, Principal
Pupil premium lead	Leanne Drake, Assistant Principal
Governor Lead	Jacqui Hepburn, Chair of Academy Council

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,550

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,550

# 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.

In addition, we are proud to offer our '5 Pillars of Inclusion' ensuring the right support, for the right student, at the right time'. We have recently created five distinct areas within the school to support inclusion at every level, from the classroom and tutor bases, through House areas and House offices, to the designated Inclusion rooms. These enable us to deliver a graduated response to make sure we meet the wide range of needs of our students, at the right level, so that all our students have the best chance of fulfilling their potential at Lincroft. Using the 5 Pillars we offer a wider range of supportive measures such as academic intervention, small group sessions with TA's, academic mentoring with tutors, and the use of bespoke areas to help focus/ refocus students.

- **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, 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 Bridge, Pivot and 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 may be trips or 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 Bedfordshire university to raise aspirations and an outdoor adventure overnight stay 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"> <li><b>All disadvantaged students will make academic progress in line with their peers over the next 3 years</b></li> </ul>	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.
<ul style="list-style-type: none"> <li><b>All disadvantaged students' attendance will be above or in line with national average attendance over the next 3 years</b></li> </ul>	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.
<ul style="list-style-type: none"> <li><b>All disadvantaged students will be supported to develop memorable enrichment experiences that broaden their horizons, develop their skills and</b></li> </ul>	<p>All disadvantaged students to have completed the PLEDGES Award to at least Bronze level before they leave Lincroft.</p> <p>All disadvantaged students to have attended at least 3 'off-site' or 'on-site'</p>

<p><b>grow their independence over the next 3 years</b></p>	<p>activities to support broaden their horizons, develop their skills and grow their independence. This may include completing the Duke of Edinburgh Award. Trips and visits to be subsidised.</p>
<ul style="list-style-type: none"> <li>• <b>All disadvantaged students will be supported to foster independent learning, greater autonomy and self-directed learning through teacher strategies and supportive pastoral care over the next 3 years</b></li> </ul>	<p>All disadvantaged students will have at least 3 1:1 meeting's 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, equipment, travel arrangements.</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"> <li>• <b>Each student will have an understanding of the progression route and opportunities available to them post 16</b></li> </ul>	<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, 6<sup>th</sup> 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: £81,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior tutors to drive and focus on PP attendance, supporting barriers to learning and supporting mental	<a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/social-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/aspiration-interventions/">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 4, 5, 7



<p>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><a href="https://educationendowmentfoundation.org.uk/peer-tutoring/">Peer tutoring   EEF</a> (educationendowmentfoundation.org.uk)</p> <p><a href="https://educationendowmentfoundation.org.uk/mentoring/">Mentoring   EEF</a> (educationendowmentfoundation.org.uk)</p>	
<p>Dedicated tutors to mentor disadvantaged students within their form group across the academic year – 1:1 mentoring</p>	<p><a href="https://educationendowmentfoundation.org.uk/aspiration-interventions/">Aspiration interventions   EEF</a> (educationendowmentfoundation.org.uk)</p> <p><a href="https://educationendowmentfoundation.org.uk/peer-tutoring/">Peer tutoring   EEF</a> (educationendowmentfoundation.org.uk)</p> <p><a href="https://educationendowmentfoundation.org.uk/mentoring/">Mentoring   EEF</a> (educationendowmentfoundation.org.uk)</p>	1, 3, 4
<p>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.</p>	<p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF</a> (educationendowmentfoundation.org.uk)</p> <p><a href="https://educationendowmentfoundation.org.uk/mentoring/">Mentoring   EEF</a> (educationendowmentfoundation.org.uk)</p>	1, 5
<p>An additional Teaching Assistant role to support the</p>	<p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF</a> (educationendowmentfoundation.org.uk)</p>	1, 2

academic progress of disadvantaged students		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 38,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of reading strategy, and Modelled Reading Programme in KS3 to develop reading comprehension – purchase of materials	<a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2
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.	<a href="https://educationendowmentfoundation.org.uk/mentoring/">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/individualised-instruction/">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/feedback/">Feedback   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 6

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

Budgeted cost: £ 33,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised trips/visits/Enrichment activities for Disadvantaged students to support their academic and personal development	<a href="https://educationendowmentfoundation.org.uk/physical-activity/">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	1, 5
Exercise Behaviour Intervention (External Small Group Mentoring) to support the aspirations and behaviour of specific disadvantaged students	<a href="https://educationendowmentfoundation.org.uk/aspiration-interventions/">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	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	<a href="https://educationendowmentfoundation.org.uk/aspiration-interventions/">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/arts-participation/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/outdoor-adventure-learning/">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	
Contingency for issues that may arise – need for uniform support, or urgent/unplanned travel to and from educational setting		1,2,3,4,5,6,7

**Total budgeted cost: £ 137000**

## 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 2023 to 2024 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. To fulfil this commitment Lincroft implemented a 2-year EFA, Effective Formative Assessment programme for teaching staff. This programme has been tested by the EEF and it has been proved to have a measurable impact on student outcomes. We have recently finished this course and are monitoring its impact as part of our ongoing Learning quality assurance windows.

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.

#### 2024 outcomes

Data	All	PP	Non PP
P8 Score	+0.36	+0.2	+0.41
A8 Score	51.41	40.64	52.78
English & Maths 4+	81%	52%	85%
English & Maths 5+	59%	26%	63%

All disadvantaged students in 2023 and 2024 went on to secure places at further education providers including Sharnbrook Academy, Kimberley College, and Bedford sixth form to study a variety of subjects including Chemistry, Computer science, Psychology and English.

- **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 2023 and 2024 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 new systems were implemented; a focus on Attendance with a new monitoring system was implemented by the SLT Lead and supported by the Attendance Officer and the pastoral team.

A new House system was implemented, and students were placed in vertical tutor groups rather than the horizontal year system. The rationale and objective for this was to ensure that every child was supported and valued. Each of the four HoH and Pastoral teams would be leading a quarter of each year group allowing more time to focus on the individual. Tutor first intervention was initiated with the tutor taking the lead on any initial concerns and making contact with the family, this would be supported by the House SSA and layered up through the ST and HoH. Students were also supported by the 5 pillars of inclusion.

Attendance figures for students in receipt of PP funding have reflected in the increased attention and support from the tutor first intervention and House Team support and shown attendance gaps narrowing in this group

Our Attendance for Disadvantaged students is below that of the whole school attendance data. For example, in the academic year 2023/24, Disadvantage students' attendance was on average 4% lower than the whole cohort average. However, over 2023-2024 we have raised the average attendance of our PP students by 3%, due to the support and intervention that Lincroft Academy have implemented.

- **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.

Across the year, 56.2% of students in receipt of PP funding attended at least one school trip.

43 trips and visits were offered to support academic learning or cultural awareness and 101 of places (11%) on these trips were attended by disadvantaged students, just below the 13% proportion of disadvantaged students attending Lincroft Academy. There was also a bespoke trip to Aberdyfi for disadvantaged students, this provided opportunity for a residential experience as part of the Meridian Trust PP Charter commitment. There was also a bespoke trip to University of Bedfordshire to raise aspirations for all Year 9 students

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.

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 in 2024- 2025.

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

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. In addition, every student had access to 'Unifrog,' a web-based platform to support students with their understanding of further education and employment. 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 NEET students in the cohort.

- **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 new 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 23-24 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 23-24 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, introduced in 2023, students received three sessions of mentoring spaced throughout their academic year to encourage students to identify and work towards aspirational goals, at each session the goals would be reviewed and discussed alongside students' attendance and progress data. All students (including in receipt of PP funding) have recorded positive views of staff in recent surveys and voiced positive feedback and attitude towards this process.

Teaching strategies such as QFT and adaption, alongside the drive for greater use of feedback through the implementation of the EFA programme supported students to develop skills to foster their independent learning skills. Further implementation of our CARE to teach framework (previously Learning at Lincroft Framework) 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 well as having the opportunity to complete an aspirational work experience placement in Year 10.

## 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
GCSE POD	GCSE POD
Resources to support Maths recovery curriculum	Sparx maths/Mathswatch/Mathsbox
Science Learning and Revision Platform	Tassomai
	SPARKS
	Powerful Words



## 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.



