

Pupil premium strategy statement – Priory Lincoln Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|----------------|
| Number of pupils in school | 923 (861 7-11) |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Mr M Whitaker |
| Pupil premium lead | G.Sleight |
| Governor / Trustee lead | J Woodward |

Funding overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £309,050.67 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £309,050.67 (includes £11,900.67 Service Premium) |
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Part A: Pupil premium strategy plan

Statement of intent

To achieve the Priory Trust's mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

Lincoln Academy's approach sits squarely within the Trust's principles. Quality first teaching is at the heart of our work. We aim improve the life chances of our pupils so they become true citizens of the world, who are well placed to pursue a life of their own choosing. Collectively, we are committed to achieving individual excellence together. As such, ensure that Pupil Premium Funding is utilised to bring about positive academic outcomes, enhanced learning experiences and aspirational student destinations to allow them to thrive and achieve at the highest level. We adopt a strategic and targeted approach to provide opportunities to address academic, pastoral and cultural gaps whilst building and developing high aspirations. We consider the challenges faced by vulnerable pupils, such as those who have social care involvement, gain support from external agencies, are young carers, experience mental health challenges and those whom have had adverse childhood experiences.

Our quality first teaching agenda prioritises quality continuous professional development that ensures all staff are fully aware of the needs of all students, including their Pupil Premium students, and that an effective teacher is in front of every class, and that every teacher is supported to keep improving. We focus on Climate for Learning and Adaptative Teaching underlined by our expectations of Ready, Respectful and Engaged.

Our curriculum offer provides a coherent knowledge base that is appropriately powerful, clearly constructed and thoughtfully sequenced, in order to allow students to achieve and become increasingly creative. Research informed; it is underpinned by The Great Teaching Framework/Toolkit to generate maximum impact for best use of funds available. Teachers assess knowledge, understanding and skills in an intelligent, supportive and proportionate manner, addressing aspects of the taught curriculum where progress has not been as rapid as usual, especially in relation to accessing the

taught curriculum through language for learning and numeracy. Our disciplinary literacy approach, which is driven by research informed approaches, underpins the way teachers approach reading, writing and oracy to ensure there are departmental strategies that support fluency and comprehension. The Academy's reading routine supports development of vocabulary, fluent reading and echo reading.

Targeted academic support prioritises reading, writing and mathematics, recognising that proficiency in literacy and numeracy is integral to the access of the wider curriculum. Effective and research informed reading intervention pathways, led by highly-trained professionals, ensure that the barriers to reading are accurately identified so that every child in the academy learns to read.

The strong foundations of pastoral care at the Academy mean that well-being can be prioritised for our students. Our approach is responsive to individual needs, not assumptions about the impact of disadvantage. Therefore, significant investment is placed in the expectations of 'Ready, Respectful, Engaged' to ensure that appropriate support is available to remove the specific barriers facing individual students. We have been significantly developing the intervention that we offer across the academy. The intervention has been put in place to ensure that students individual needs are being met. During our baseline assessment we look at those students who are PP. The intervention also ensures that there is more of a holistic approach between the intervention lead, pastoral teams and curriculum teams. As a Trust we are also taking part in a national programme called the Boys Impact Project. This project focusing on Boys with FSM, and therefore usually PP. The work helps to understand the barriers to Boys both in and outside of school. We then look at breaking these barriers so Boys can become more engaged in the classroom. Our current year 9 cohort (2025/2026) are taking part in Progressive Masculinity training with an outside agency. Data shows that positive behaviour of these students involved has increased. Particular emphasis is placed on supporting improved attendance.

Underpinning our academic aspiration is the extra-curricular provision, leadership roles, and opportunities for success through our Lincoln Passport. As such, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

[CPD – inclusion lens](#)

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Summary of barriers (shared w/ staff)

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The Academy recognises that significant focus is needed to ensure that Teaching and Learning meet the needs of all learners, particularly our most disadvantaged. |
| 2 | Our internal baseline assessments and teacher diagnostic testing indicates that pupil premium students have more significant barriers to reading than their peers. The October 2025 NGRT (National Group Reading Test) identified that the average standardised score of pupil premium students in Years 8 and 9 was behind peers. This is most apparent in year 8 and so targeted intervention to support ongoing progress is crucial. Targeted intervention with key students is also important in year 9 to support transition to Key Stage 4. The NGRT SAS of year 7 students in the academic year 2025/26 is significantly higher than previous years, therefore quality first teaching across the curriculum and targeted interventions where needed is key. |
| 3 | The English attainment of disadvantaged pupils is generally lower than that of their peers. Teacher diagnostic assessments suggest that many pupil premium students particularly struggle with questions requiring lengthy reading and those requiring extended responses in English language. This is seen in other curriculum areas with a similar emphasis on extended writing. This challenge is therefore very closely linked to number one, ensuring high quality first teaching across the curriculum. In 2025, the Academy's A8 score for English was 8.3 but this was 7 for PP students (a gap of 1.3). However, this was an improvement 2024 with the PP A8 score rising from 6.1 and the gap previously being 1.6, this showing we are starting to see the impact of some of interventions, CPD and Quality First Teaching. |
| 4 | The maths attainment of disadvantaged pupils is generally lower than that of their peers. Teacher diagnostic assessments suggest that many pupil premium pupils particularly struggle with reasoning and problem solving. Evidence also suggest that the barriers vary depending on working at level. Students who are accessing higher material show a slight bias to being worse at problem solving whereas lower prior attaining students struggle more with numerical reasoning. Analysis also shows students losing marks on the calculator papers, as well as the early 1 mark questions across all three papers. In Maths there was an A8 score of 7.5 in 2025, 1.6 below the national average of 9.1, this dropped to 5.9 for PP students where the average is 6.9 nationally. |
| 5 | Our observation and data indicates that PP students are experiencing more significant social and emotional issues which impact on their ability to manage their behaviour. Internal data suggests than on average PP students account for just over 60% of all incidents. In line with national data, suspensions are higher for disadvantaged students than their peers, with more disadvantaged students becoming repeat offenders than their non-disadvantaged peers. |
| 6 | Data analysis from 2024-25 showed that over the year PP students' attendance remained behind their non PP peers on a weekly basis. On average over the year this was 9% lower. This was an improvement |

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| | <p>from year before where attendance was 12.9% lower for PP students. There has been an encouraging start to 2025/26, as of December attendance has increased for PP students by 7%. This is due to improved systems, effective communication with families and strategies such as our Free Breakfast club. Attendance of PP students is now 5% lower than non-PP students (where attendance has also improved), but the gap has closed. It is key target within our Academy Development Plan that attendance continues to improve, our results analysis shows there is strong correlation between attendance and attainment.</p> |
| 7 | <p>The RONI index indicates that pupil premium students are more at risk of NEET than their peers. Aspiration analysis demonstrates disadvantaged students are less clear on their KS5 next steps and future aspirations.</p> |

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 |
|--|---|
| <p><i>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4</i></p> | <p>QA cycles of QFT across the curriculum indicate that the gap is continuing to close between pupil premium students and their peers.</p> <p>Internal assessment and external outcomes in maths and English shows that PP students are making progress against their age-related expectations and secure end-point attainment more in line with their non-disadvantaged peers.</p> |
| <p><i>Improved reading ages among disadvantaged pupils across KS3.</i></p> | <p>Reading ages for all students, especially those experiencing disadvantage improve towards at least their chronological age.</p> <p>Teachers recognise this improvement through engagement in lessons and work samples.</p> |
| <p><i>Improved self-regulatory skills among disadvantaged pupils across all subjects.</i></p> | <p>Progress checks, Class Chart data, and learning walks suggest disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>Reduction in suspension for PP students</p> |

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| <i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. This includes employment of a Family Liaison Officer.</i> | Sustained high attendance demonstrated by the overall absence rate for all to be in line with national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced. |
| <i>To achieve sustained education, employment and training for pupil premium students.</i> | No students identified as NEET by 2027. |

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: :£158,203.90

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Significant investment in the strategic senior leadership of teaching and learning to ensure there is high quality teaching for all: climate for learning, adaptive teaching, feedback and assessment. | The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. <u>The Sutton Trust report (2011)</u> highlights that effective teacher instruction has a disproportionately positive impact on the outcomes of children from the most disadvantaged backgrounds. | 1,2,3,4,5,6,7 |
| High quality CPD enables staff to teach to the highest | High-quality CPD for teachers has a significant effect on pupils' learning | 1,2,3,4,5,6,7 |

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| <p>standard within the classroom</p> | <p>outcomes. (Education Policy Institute, 2020).</p> <p>High quality CPD to be informed by the 4 dimensions of The Great Teaching Toolkit: Evidence Review.</p> <p>Great Teaching Toolkit Priory Federation of Academies Teaching Framework</p> | |
| <p>The implementation of the Federation wide approach of Language for Learning and disciplinary literacy will develop students' skills in reading, speaking and writing across all subjects and support QFT.</p> | <p>Developing literacy and reading skills is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension strategies demonstrate an impact of +6 months. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>EEF – Reading comprehension strategies</p> | <p>1,2,3,4,5,6,7</p> |
| <p>Effective diagnostic assessment and reporting to inform QFT, underpinned by greater clarity in reporting to parents to support collaborative working</p> | <p>Feedback provides +6 months of impact (EEF toolkit)</p> <p>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback</p> <p>Parental Engagement demonstrates +4 months of impact</p> <p>EEF - Parental Engagement</p> | <p>1,2,3,4</p> |

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

Budgeted cost: £76.678.40

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Improve outcomes in maths and English through small group tuition that is closely monitored and reviewed</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: (School led tutoring fund)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,3</p> |
| <p>Improve literacy and reading amongst KS3 students to enhance their access to wider curriculum through continuing to develop and embed research informed practice for reading intervention</p> | <p>Well-evidenced interventions can be targeted at students that require additional support and can help previously low attaining students overcome barriers to learning and 'catch-up'.</p> <p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p> <p>Why focus on reading fluency? EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Fluency Project: HFL Education's Collaboration with the Education Endowment Foundation (EEF)</p> | <p>2</p> |

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

Budgeted cost: £75,168.27

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensure that PP student achievement is reflected as part of the Prioxy Passport | <p>There is research evidence on the benefits of enrichment. (Gorard et al., 2017) Arts and Sports participation has also been found to have impact on attainment, often by acting as incentive. Outdoor adventure learning has +4 months impact – often linked to confidence and development of social and emotional skills through collaborative learning experiences</p> <p>(Jean Gross <i>Reaching the Unseen Children – (EEF toolkit)</i>).</p> | 1,5,7 |
| Prioritise pupil premium students as part of the whole-academy attendance procedures including the employment of a Family Support Worker. | <p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>In line with government guidance, ‘Working Together to Improve School Attendance’ the Academy has developed a culture that promotes the benefits of good attendance. The strategy centres around working with families to <i>expect</i> high levels of attendance, <i>monitor</i> patterns, <i>listen</i> and understand barriers, <i>facilitate</i> and support to remove these barriers, <i>formalise</i> support where absence persists and enforce, through statutory intervention, when all other avenues have been exhausted.</p> | 6 |
| Adopt a social, emotional learning curriculum, rooted in ‘Ready, Respectful, Engaged’ combined meaningfully with an academic curriculum. | <p>Taylor et al 2017 – metastudy: Engagement in SEL led to academic performance by an average of 13 percentile points than those not exposed to SEL curriculum</p> <p>EEF research demonstrates an impact of +4 months through social and emotional learning</p> | 5,6,7 |

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| Engage with Needs Bright Solutions for a holistic approach to support student regulation and behaviour | EEF – Social and emotional learning | |
| Increase provision for internal behaviour interventions and external mentoring and counselling services (Energize Mentoring, Nurture Garden Counselling, Impowered, Acorn Outreach) to support emotional and social wellbeing | <p>Research from the NFER shows that successful schools have effective behaviour strategies.</p> <p>The EEF Evidence (2019) suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Quick read: Transforming children and young people's mental health provision - GOV.UK (www.gov.uk)</p> <p>EEF - Behaviour interventions</p> | 5,6,7 |
| Work with Trust partners to deliver a robust programme of careers that prioritises disadvantaged students | <p>The EEF review trawled 20 years of research on improving young people’s educational, economic and social outcomes. It focused on studies of the highest quality within OECD countries, looking at interventions such as mentoring, work experience, information advice and guidance, and work-related learning. Impact linked here</p> <p>SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</p> <p>Good Career Guidance Education Gatsby</p> | 7 |
| Provide quality tasks for homework | Research demonstrates the impact of +5 months | 1,3,4 |

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| completion to extend learning | EEF - Homework | |
| To develop a strong culture of reading for pleasure | Now the whole school is reading Research across the decades suggests reading for pleasure is likely to be integral in fostering significant life skills for young learners. Reading for pleasure | 2,3,4 |

Total budgeted cost: £ 309,050.57

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whilst the progress of disadvantaged students returned to pre pandemic levels in 2023 outcomes, and the outcomes overall remained a concern in 2024. 2025 saw an increase in Pupil Premium A8 to 28.8 from 26.9 but this is still significantly below national average and the attainment of Non-Pupil Premium students. Significant investment has been made to support both the academic and pastoral well-being of students including additional staffing, and external behaviour strategic support.

Disadvantaged students are prioritised for tutoring and targeted provision and intervention with some of this taking place during specifically allocated session during PDT to maximise attendance which had previously been identified as a barrier. The impact of this was evidenced in significant improvement for disadvantaged students in English with English A8 for Pupil Premium students increasing to 7 in 2025 up from 6.1. This means Pupil Premium students are now performing close to national average in English. For last 3 academic years Pupil Premium students have also been performing close to national average in Maths. Much of our targeted intervention supports Maths and English for PP students so this is encouraging.

The ambitious aims of the Academy to transform these outcomes is evidenced in significant structural changes at leadership level. Significant investment has been placed in the appointment of experienced leaders with a successful record of sustained improvement for the outcomes of disadvantaged students who will strategically lead on Quality of Teaching and Behaviour and Attitudes.

The academy has continued to annually refine their approach to reading with a specific emphasis on more accurate diagnosis and testing with the embedding of NGRT tests to inform teaching and learning. NGRT testing identified that the most significant area of need was in year 8 and 9. In year 9, the gap significantly closed between PP students and their peers by the end of the academic year. PP students in year 7 had a higher score on entry. Key to the strategy was maintaining a love for reading whilst simultaneously supporting weaker readers in rapid intervention programmes. The academy now has robust pathways in place to identify the specific barriers to reading so that students are placed on an appropriate intervention pathway of phonics, fluency or vocabulary. Similarly, we continue to invest significantly in the library and our Reading Champions to continue to develop Reading for Pleasure so that reading continues beyond the intervention and the classroom. Students from Year 7 – 9 have bi-weekly lessons in the library. As a result, the SAS of both PP and non-PP students improved. 2026 is the National Year of Reading and we aim to promote reading for pleasure not only throughout the academy but also within the local community too.

Extended first 20 to 25

The national concerns continue to be reflected in the Academy's attendance data. Barriers for attendance? Anxiety and mental health related absence continue to be an area of focus. Senior Leaders in attendance and safeguarding worked closely with the safeguarding team to ensure a holistic approach to support these students. Sporadic absences contribute over time to low attendance levels and unauthorised absence. Processes are now in place which will allow key stakeholders to build relationships which in turns allows a clear insight into the reasons for absence. In 23-24 a key focus was the building of relationships with parents and the implementation of co-constructed attendance plans. As such, there was a slight improvement in pupil premium absence. The academy recognises the impact of improved attendance on student outcomes and as such has invested significantly in the strategic leadership of attendance for the academic year 2024-2025 to ensure a robust whole school approach. Benefits of this are being seen with Pupil Premium attendance up by 7% at December 2025 compared to same point last year.

The 2023 Ofsted report emphasised the excellent personal development provision, particularly that of careers. All pupil premium students at KS4 have had the opportunity to access to a work experience visit and comprehensive careers programme in year 10 in order to raise aspirations. Any students at risk of NEET were identified and disadvantaged students are prioritised for careers advice and additional support. As a result, no PP students were identified as NEET in 2023/2024 academic year and only one student was classed at NEET end of 2024/25 who had moved from area so unable to contact.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
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Further information (optional)

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.