

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for 2025-2026, 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

Details	Data
School name	Lincoln Castle Academy
Number of pupils in school	755
Proportion % of pupil premium eligible pupils	44.6%
Academic year that our current pupil premium strategy plan covers.	2025-2026
Date this statement was published	November 2025
Date on which this statement will be reviewed	July 2026
Statement authorised by	Katy Taylor-Clarke
Pupil premium lead	Caroline May
Governor/Trustee Lead	Samantha Nash

Funding Overview

Details	Amount
Pupil premium funding allocation this academic year	£350,535
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year.	£350,535

Statement of Intent

Lincoln Castle Academy, as part of Delta Academies Trust is dedicated to changing lives, giving all children in our care the chance to achieve their best. We are a fully inclusive academy that aims to ensure that every pupil, regardless of background or socioeconomic status, has the opportunity to thrive academically, socially, and emotionally.

Students undertake a wide, balanced curriculum both inside and outside of the classroom, which aims to support our students providing a rich learning experience, emotional support, a wide array of learning experiences beyond the school day and careers support and guidance that prepares them for academic studies on post 16 courses.

We use the Pupil Premium funding to aim to remove barriers to learning, close attainment gaps, and provide targeted support that will enable all children irrespective of their starting points to achieve their full potential. We endeavour to support young people facing disadvantage to enable them to learn as well as and achieve as well as their peers.

Our strategy aims to enable our disadvantaged students to make increased progress from their starting points, closing gaps and improving their attainment.

Quality teaching and learning, targeted academic interventions, and wider pastoral support are carefully planned to support the needs of all pupils. We are committed to equity, inclusion, and pushing excellence for all.

Challenges Faced by Disadvantaged Pupils

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

Challenge number	Detail of challenge
1	Cohort data shows that PP students enter the academy with lower-than-expected standard of literacy.
2	Cohort data shows that PP students enter the academy with lower-than-expected standard of numeracy.
3	PP students as a group have significantly lower attendance than their non-pupil premium peers. WHOLE SCHOOL ATTENDANCE 2024-25 - 88% PP 2024-25 - 83.6% NON-PP 2024 -25 - 91.3% PP P/A 2024 -25 - 49.4% NON-PP P/A 2024 -25 - 21.5%
4	PP students achieve lower outcomes, is in terms of 5+basics and 4+basics
5	PP students achieve a lower overall Progress 8 figure. This reflects lower outcomes across the broad spectrum of qualifications they study.
6	PP students accumulate more negative behaviour points than their peers. Exclusions are too high for pupil premium students. (172 different pupils received exclusions 98 by PP and 74 by non-PP students)
7	Support for Social Emotional Mental Health of PP students to support the challenges, see above numbers 1-6.

Intended Outcomes

Intended outcomes	Success criteria
To increase literacy and address underachievement from KS2	Year 7 PP students will make at least the same progress in English as students who are non-PP. Data for Year 11 outcomes in English (4+ and 5+ will show that PP students achieve in line with non-PP students.
To improve the reading ages of all students.	Increase in students reading ages across Years 7 and 8. Narrowing the gap towards age-related expectations, allowing PP students to more successfully access the wider curriculum.

To increase numeracy skills and address underachievement from KS2	Year 7 PP students will make at least the same progress in Mathematics as students who are non-PP. Data for Year 11 outcomes in Mathematics (4+ and 5+ will show that PP students achieve in line with non-PP students.
PP students will have outstanding attendance irrespective of the non-pupil premium attendance.	Attendance will exceed the national average for PP students. Data from 2024-2025 shows a gap for whole school attendance when comparing PP with non-PP.
Persistent absence of PP students will decrease.	Attendance data will show a significant reduction in the PA figure for PP students. Data from 2024-25 shows a gap for PA when comparing PP with non-PP.
Increase progress 8 outcomes for PP students to show achievements across all subjects.	Progress 8 data will evidence that PP students achieve in line with non-PP.
Suspensions for PP students will decrease.	PP students will receive personalised support (which may include support from external agencies) to ensure they can access learning and thrive in lessons. Packages will also include support for mental health and wellbeing.
Identify required SEMH support across the academy, developing timely interventions to ensure our students develop resilience and a love of learning across the whole curriculum.	Provide an inclusive, supportive culture that focuses on students thriving in lessons. This support will use The Bridge and PLC to ensure that students are given the skills and tools they need to be successful in lessons. This support will extend to students and their families as needed.

Strategy Overview

This details how we intend to spend our pupil premium this academic year, to address the challenges listed above.

Activity in this Academic Year

£169,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly high quality CPD that supports all aspects of quality first teaching. Additional CPD for ITTs and ECTs	Weekly CPD delivered to all staff focusing on a wide range of various aspects of the curriculum, SEND, teaching and learning. Recruitment of staff cover supervisor to reduce external supply who can be upskilled to support quality first teaching	1, 2, 4, 5, 6

<p>Use of reading initiatives such as Fresh Start, Reading Plus, Rapid Plus and Lexonik, to ensure that the reading ages of all students increase.</p>	<p>Fresh Start, Reading Plus, Rapid Plus and Lexonik will be key drivers in making 'every child a reader'. These along with the use of our learning resource centre manger to raise our student's awareness of reading for all. The success of this will be measured by the improvement in reading ages of our students.</p>	<p>1, 4, 5</p>
<p>Use of Numeracy activities and Maths mastery to improve numeracy skills for all students.</p>	<p>All mathematics lesson are taught to develop problem solving, mathematical reasoning, develop resilience, independence, and reasoning to apply knowledge to unfamiliar problems. Focus on numeracy skills that prepare out students for life. Mastery approach in lessons develops mathematical thinking, fluency and language. This will maximise numeracy skills in lower years and translate to improve outcomes in Year 11. LCA has support from the new executive director of maths for the trust.</p>	<p>2, 4, 5</p>
<p>Director support within English, Mathematics, Science, Humanities, MFL and Performing Arts</p>	<p>Permanent directors for LCA - outstanding practitioners who work across the Trust supply strategic and hands-on support to ensure that the curriculum, assessments, and teaching and learning within subjects are outstanding. These leaders teach classes, intervention groups, supply leadership support and promote collaboration across other Delta academies. EEF Toolkit – ensuring an effective teacher is in front of every class and every student. Teachers are supported to constantly improve.</p>	<p>1, 2, 4, 5</p>
<p>Staff-specific CPD to be tailor made to support staff who need a more personalised approach.</p>	<p>Support packages such as coaching, team teaching and learning walks will all be put in place for staff who need support in specific areas of teaching and learning. The Associate Vice Principal for Deep Learning will identify needs and tailor support packages. These will be regularly reviewed to ensure staff at all levels are supported.</p>	<p>1, 2, 4, 5</p>

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Targeted academic support

£104,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue 1-to-1 support interventions in English, Mathematics to support positive outcomes. These sessions target any underachieving students (including PP) to maximise outcomes	1-to-1 tutors support students who are working below age-related expectations. This rapid intervention quickly fills knowledge gaps, allowing students to catch up in core subjects but also supporting their progress in other subjects by consolidating basic skills in Literacy and Numeracy. EEF Toolkit identifies 1-to-1 tuition as a tool that accelerates progress by 5+ months, leading to significantly higher outcomes.	1, 2, 4, 5
Form group intervention for English, Mathematics and Science.	These eight groups comprise of students who have gaps in particular curriculum areas and are identified at weekly or fortnightly RAG meetings. They are reviewed every half term to ensure students are given short-term tailored interventions that are designed to have an immediate impact. These form groups interventions are delivered by heads of department and other core subject teachers. Use of word of the week EEF Toolkit identifies small group interventions that can accelerate progress by 4+ months, leading to significantly higher outcomes.	1, 2, 4, 5
Bespoke programmes throughout many curriculum areas to minimise gaps in learning and consolidate prior knowledge.	Quality teaching is regularly shaped following analysis of data and RAG meetings to ensure all students receive the correct support at the correct time. This quality-first teaching is alongside many initiatives that support students to excel. Examples include: <ul style="list-style-type: none"> • Option English and Mathematics. 	1, 2, 4, 5

	<ul style="list-style-type: none"> • Intervention timetabled groups • After-school Achieve interventions. • Homework clubs. • Dining room challenge activities • PE/Eng, PE/maths, PE/science lessons to aid interventions • Director support lessons • EEF Toolkit – targeted academic support to improve progress and outcomes. 	
Revision materials provided to students to ensure they are fully supported in line with non-PP students.	<p>Revision guides, information booklets, revisions sheets and high-quality resources are provided to support students to revise out of the Academy.</p> <p>Our Peas, Pies and GCSE evening in November and half-termly parent’s evenings provide support with revision techniques, free resources and clear guidance to ensure revision is made easy for students.</p> <p>Homework clubs and access to IT after school ensure all students have a suitable place to revise within the Academy if this is their preference, particularly with Sparx Maths.</p> <p>Revision sessions will also be provided during Easter and May holidays.</p> <p>Year 11 students will also have access to online revision packages to support their revision at home.</p> <p>EEF Toolkit – targeted academic support to improve progress and outcomes.</p>	1, 2, 4, 5
SEND team focus on supporting SEND PP students across the curriculum.	<p>EEF Toolkit – targeted academic support to improve progress and outcomes.</p> <p>CPD sessions delivered with specific foci on meeting the needs of how best to support SEND students in their lessons.</p> <p>SEND spotlight.</p> <p>Student spotlight.</p>	1, 2, 3, 4, 5, 6, 7

Wider strategies

£89,590

Activity	Evidence that supports this approach	Challenge number(s) addressed						
Attendance Officer monitors the attendance of PP students and intervenes to support parents to improve attendance, and challenges PA of all students.	Attendance data will be regularly analysed to identify areas of concern. Interventions such as daily home visits, attendance contracts, daily reports, and weekly attendance meetings with the Attendance Officer and Learning managers to put interventions in place.	3						
Form-time initiative 'Attendance Matters' drives an improvement in attendance for all students, highlighting PP students and monitoring any decline.	Attendance is driven across the whole Academy via the 'Attendance Matters' initiative. Attendance boards are up around the Academy and rewards are given to the highest-attending forms in each year group. Attendance stickers are in every student's planner to promote a dialogue between staff, students and parents/carers about the importance of having outstanding attendance. EEF Toolkit outlines the importance of engaging parents with attendance dialogue.	3						
Calendar of Involve and Achieve enrichment activities promote student's social skills.	Attendance to Involve and Achieve enrichment is tracked in terms of whole academy attendance and the attendance of PP students to enrichment. The Involve and Achieve calendar will be regularly reviewed, taking feedback from student voice. Additional transport will be available for students' who need to use the bus to attended sessions. EEF Toolkit – wider strategy used to support students. count attendance <table border="1" data-bbox="611 1742 1098 1973"> <tbody> <tr> <td>Pupils that attended any Achieve attendance</td> <td>514</td> </tr> <tr> <td>PP</td> <td>226</td> </tr> <tr> <td>NON-PP</td> <td>288</td> </tr> </tbody> </table>	Pupils that attended any Achieve attendance	514	PP	226	NON-PP	288	1, 2, 3, 4, 5, 6, 7
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	Total Involve/Achieve Attended:	7350		
	Total PP students:	2793	38.0%	
	Total Non-PP students:	4557	62.0%	
	Total students on roll 2024-25:	796		
	Total PP students:	341	42.8%	
	Total Non-PP students	455	57.2%	
Inclusion team and Bridge support is available to any PP student who needs additional academic or pastoral guidance.	Weekly inclusion meetings take place between the inclusion team and Learning Managers to ensure a rapid response to all students' SEMH needs. New student welfare officer. New inclusion manager. Additional capacity with 2 new learning managers. EEF Toolkit – wider strategy used to support students.			1, 2, 3, 4, 5, 6, 7 Particularly 6, 7
Learning Managers support all students to achieve outstanding outcomes.	Year groups are supported by Learning Managers who deal rapidly with any pastoral, academic or personal issues that may present barriers to learning. EEF Toolkit – wider strategy used to support students.			1, 2, 3, 4, 5, 6, 7
Raising aspirations. Careers support given to all students to raise aspirations. Provided by Progress Careers. Calendar focuses on PP students in the first term.	Careers advisers to support students in making informed decisions about education, training, apprenticeships beyond KS4. Meetings for students on a rolling programme – repeat interviews for students who require the help. EEF Toolkit - wider strategy used to support students.			1, 2, 3, 4, 5, 6, 7
Access to enrichment and extra-curricular activities. Subsidies for trips and visits.	Enable all students to participate in academic school trips, practical lessons where equipment or specific 'kit' is needed and other extra-curricular initiatives by providing specific equipment and transport. EEF Toolkit - wider strategy used to support students.			1, 2, 3, 4, 5

Uniform and other personal care items	Every student in Year 7, who starts before half term, will be given a free uniform. We also support families who need uniform items, often throughout the school year, when items break or wear out, at times when families have not budgeted to renew those items. We also provide personal care items to students.	7
Counselling services available to students are required.	Wider agencies are used, as needed, to ensure all our students receive the correct support either in the Academy or out of the Academy. This includes counselling sessions such as Kooth, and CAMHS, and Healthy Minds. EEF Toolkit - wider strategy used to support students.	1, 2, 3, 4, 5, 6, 7 Particularly 7

Monitoring and Evaluation

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 2024-25 academic year.

Progress 8 scores were not reported in 2025 due to the cohort not sitting KS2 tests during Covid.

Attainment 8 score for PP students in terms of validated 2025 data demonstrated significant gaps in relation to non-PP students and placed us well below the national average. For PP students, their Attainment 8 score of 33.5 (national average 34.9) compares to the non-PP comparison of 47.44 (national average 50.3).

Basic measures for English and Maths were 62% at Grade 4 or above (national average 64.5%), with 42% of students achieving Grade 5 in both subjects (national average 45.2%). The PP gap was significant, with 45% of PP students achieving English and Maths 4+, compared to 77% of non-PP students. 32% of PP students achieved English and Maths 5+, compared to 50% of non-PP students. Where progress has been made on 2023 outcomes, it was made most strongly with those students who positively engaged with school, particularly in attending school on a regular basis. Persistent and severe absence was most likely to be concentrated amongst PP students.

		2023	2024	2025
Average Progress 8 score per student	All students	-0.56	0.12	N/A
	Non-PP	-0.18	0.30	N/A
	PP	1.09	-0.16	N/A
	Gap	-0.19	-0.46	N/A
Average Attainment 8 score per student	All students	38.35	41.73	41.08
	Non-PP	44.0	45.56	47.44
	PP	30.27	35.84	33.51
	Gap	-13.73	-9.72	-13.93

Average Progress 8 score per student in English Element	All students	-0.47	0.32	0.67
	Non-PP	-0.18	0.41	1.25
	PP	-0.88	0.19	-0.03
	Gap	-0.7	-0.22	-1.28
Average Progress 8 score per student in Maths Element	All students	-0.62	-0.05	-0.08
	Non-PP	-0.29	0.12	0.25
	PP	-1.10	-0.29	-0.47
	Gap	-0.81	-0.41	-0.72
Average Progress 8 score per student in EBacc Element	All students	-0.52	0.13	-0.24
	Non-PP	-0.06	0.32	0.24
	PP	-1.12	-0.15	-0.82
	Gap	-1.03	-0.47	-1.06
Average Progress 8 per student in Open Element	All students	-0.69	0.07	-0.35
	Non-PP	-0.30	0.34	0.15
	PP	-1.24	0.33	0.95
	Gap	-0.94	-0.67	-1.10
Grade 5 or above in English and Maths %	All students	29	39	42
	Non-PP	43	47	50
	PP	11	26	32
	Gap	-32	-21	-18
Grade 4 or above (Level 2) in English and Maths %	All students	51	60	62
	Non-PP	63	68	77
	PP	30	48	45
	Gap	-33	-20	-32

Overall, attendance in 2024-25 was 88%, compared to 86.4% in 2023-24. The national average attendance for all students at secondary school in 2024-25 was 93.1%. Overall persistent absence in 2024-25 was 33%, lower than the equivalent figure of 39% from 2023-24. This was above the 2024-25 national average of 17.63%

For PP students, in 2024-25 attendance was 83% compared to 82.6% in 2023-24. The national average attendance for PP students in secondary schools in 2024-25 was 88.7%. PP persistence absence in 2024-23 was 51.4%, lower than the equivalent figure of 52.8% from 2023-24. This was above the 2024-25 national average of 33.9%.

To challenge persistent absences, we send letters home, run attendance panels, call and text home daily, refer to external agencies or ESBA where appropriate, discuss the student at the weekly spotlight meeting, put pastoral intervention in place and refer for penalty notices if appropriate. In the year 2024-25, there were 12 students who had 0-10% attendance. Students are open to a web of external agencies and Lincolnshire County Council.

In the year 2024-25 172 different pupils received exclusions, 98 by PP and 74 by non-PP students.

Engagement with our after school Involve and Achieve programme shows the impact of PP funding on creating opportunities for young people. Of 7350 recorded attendances at after-school activities throughout 2024-25, 38% were PP students. This is virtually in line with our PP cohort, which is 42% of the Academy population.

Further information

Every week we hold after-school meetings where all stakeholders (SLT, head of department, learning managers, inclusion staff, attendance staff) discuss all Year 11 students. The purpose of these meetings is to discuss all aspects of the student from academic progress and attainment across all qualifications to barriers to learning, attendance, interventions, issues raised in these meetings are quickly actioned to respond rapidly to student needs. We use a robust system of assessment and reporting. This system is extremely thorough and incorporates data collection, intervention discussions and standardisation of assessments across all year groups. Reports are sent home to parents twice per year.

November 2025