

Pupil premium strategy statement 2024-2026

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	Lynn Grove Academy
Number of pupils in school	1123
Proportion (%) of pupil premium eligible pupils	34.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years 24/25; 25/26; 26/27
Date this statement was published	Sep 2024
Date on which it will be reviewed	Sep 2025
Date on which it will be reviewed	Sep 2026
Statement authorised by	Amy Brookes
Pupil premium lead	Darren Carter
Governor / Trustee lead	Rev Matthew Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£364,800
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	£364,800

Part A: Pupil premium strategy plan

Statement of intent

At Lynn Grove Academy we believe that all pupils, regardless of socio-economic background or ability can achieve outstanding progress and develop the powerful knowledge and skills needed to be successful citizens.

We set no limits and accept no excuses from any of our pupils. Our pupil premium strategy will explore how to close learning and opportunity gaps to ensure that all disadvantaged pupils can achieve. Through robust identification of the barriers to learning and challenges faced by academically vulnerable pupils, we will use this evidence to implement a bespoke programme of support, opportunity and challenge.

We will deliver high-quality teaching for all pupils and differentiate to ensure all pupils are challenged and stimulated. Subject knowledge and academic performance will be challenged in all Lynn Grove pupils. It is the intention that all pupils' attainment will be sustained and improved; all pupils will achieve high attainment across a broad and effective curriculum. Pastoral teams will support disadvantaged students to ensure there is effective acknowledgement of external factors and that personal strength and achievement are celebrated. Subject staff will ensure that gaps in learning arising because of historic underachievement are closed.

Curriculum Leadership will support subject knowledge development. Student progress will be regularly reviewed and the curriculum adapted to ensure that students vulnerable to academic disadvantage are achieving in line with their peers. The curriculum will be sequenced effectively and medium-term plans will highlight areas of common misconceptions to ensure consistency. A programme of facilitation, based on barriers to learning, will take place for some disadvantaged students which includes swift identification of underachievement and the implementation of structured, researched based interventions beyond the classroom and pastoral support. Barriers to learning have been identified through observation, research, formative and summative assessment, discussion with pastoral and teaching staff and pupil self-identification through pupil voice. Our strategy is also integral to wider school plans for education recovery.

We will deploy academic boosters for pupils whose education has been worst affected by attendance issues, including non-disadvantaged pupils. As a whole school we will ensure all pupils are challenged and we will monitor and identify the needs of individual students. By adopting a whole school approach, all staff will take accountability for disadvantaged pupils' outcomes and staff will feel supported in this role with the facilitation that takes place with these students.

Challenges

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

Challenge number	Detail of challenge																															
1	<p>Gaps in learning</p> <p>Disadvantaged pupils in every year group show evidence of reduced progress in curriculum outcomes compared to their non-disadvantaged, either because of engagement during successive lockdowns or historic underperformance meaning gaps in knowledge persist.</p> <p>At the end of the Academic Year 23-24 the gap in progress was:</p> <table border="1"> <tbody> <tr> <td>Y7</td> <td></td> </tr> <tr> <td>Y8</td> <td>-0.18</td> </tr> <tr> <td>Y9</td> <td>+0.20</td> </tr> <tr> <td>Y10</td> <td>+0.40</td> </tr> <tr> <td>Y11</td> <td>-0.92</td> </tr> </tbody> </table>	Y7		Y8	-0.18	Y9	+0.20	Y10	+0.40	Y11	-0.92																					
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2	<p>Attendance at school</p> <p>Vulnerable pupils have been particularly affected by the lockdown and subsequent re-engagement with school, meaning gaps in attendance are evident in every year group:</p> <table border="1"> <thead> <tr> <th rowspan="2">Years</th> <th colspan="3">Autumn1 24</th> </tr> <tr> <th>DP</th> <th>Non-DP</th> <th>Gap%</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>86.7</td> <td>95.9</td> <td>9.2%</td> </tr> <tr> <td>8</td> <td>75.0</td> <td>75.0</td> <td>0%</td> </tr> <tr> <td>9</td> <td>72.1</td> <td>68.2</td> <td>-3.9%</td> </tr> <tr> <td>10</td> <td>84.8</td> <td>54.7</td> <td>-30.1% (?)</td> </tr> <tr> <td>11</td> <td>79.5</td> <td>92.3</td> <td>12.8%</td> </tr> <tr> <td>All</td> <td>79.6</td> <td>90.3</td> <td>5.47</td> </tr> </tbody> </table> <p>The link with good attendance and good achievement and personal development is well-documented.</p>	Years	Autumn1 24			DP	Non-DP	Gap%	7	86.7	95.9	9.2%	8	75.0	75.0	0%	9	72.1	68.2	-3.9%	10	84.8	54.7	-30.1% (?)	11	79.5	92.3	12.8%	All	79.6	90.3	5.47
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3	<p>Behaviour for learning</p> <p>Disadvantaged pupils have found the changes in learning routines to be challenging, as has engagement with lockdown and re-engagement with school life. This means that a higher than average percentage of disadvantaged pupils are represented in internal exclusion and behaviour related incidents, as well as class-related behaviour for learning incidents.</p>																															
4	<p>Literacy and numeracy to access the curriculum</p> <p>Pupils entering Lynn Grove need the basic skills of literacy and numeracy to access the curriculum. The KS3 package of assessments have shown that there is a gap in literacy, as evidenced in pupils' reading ages, and a numeracy gap, as evidenced in pupils' maths progress scores.</p>																															

	Our assessments, observations and discussions with teaching staff indicate disadvantaged students generally have lower levels of reading comprehension, literacy and numeracy skills than peers in all year groups. This impacts their progress across curriculum areas and their outcomes in the key subjects of Maths and English Language:
5	<p>Powerful knowledge consolidation through homework</p> <p>Pupils follow a comprehension homework programme which includes daily practice of core knowledge in English, Maths and Science, enabling them to close gaps in learning.</p> <p>Since the start of the academic year a number of disadvantaged pupils have found the completion of homework challenging and this is impacting their achievement, behaviour and attendance, as well as their confidence and independence as learners. This is particularly prevalent in lower ability learners.</p>
6	<p>Personal development & participation</p> <p>The disadvantaged cohort eligible for Free School Meals has increased by 5% in the last 2 years, reflecting the increased challenges financially that the pandemic has caused on the local economy. For pupils to fully engage with the curriculum and wider school life through extra-curricular activity and sports participation, and also to develop their cultural capital through trips visits and wider learning opportunities, it is important that funding is available to support these endeavours.</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
Improved achievement among disadvantaged pupils across the curriculum at the end of KS4.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve and there is smaller disparity between the attainment of disadvantaged pupils and their non-disadvantaged peers.</p> <ul style="list-style-type: none"> • Progress 8 gap of 0 for disadvantaged students (students that are disadvantaged achieve as well as their peers of the same KS2 starting point) • Attainment 8 gap no larger than National Average.
To achieve and sustain improved attendance for all pupils and especially the disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance rate for disadvantaged student above 90%, and the attendance gap between disadvantaged pupils and their non-

	disadvantaged peers being reduced by 4%.
A reduction in poor BfL among disadvantaged pupils. To understand patterns of behaviour and learn how to control these positively.	By 2024/25 improved behaviour will be characterised by: <ul style="list-style-type: none"> • Reduction of incidences of IER / FTE for disadvantaged pupils. • No significant gap between behaviour incidents for DP and non-DP pupils. • Gap in BfL reports reduced to <5%.
Improved reading comprehension and basic literacy & numeracy skills among disadvantaged pupils across KS3 ensure full access to the curriculum.	By 2024/25: <ul style="list-style-type: none"> • Reading comprehension assessments demonstrate improved comprehension skills among DP pupils and a smaller disparity between the scores of DP and non-DP pupils. • Repeat NGRT testing indicates improvement and reduction in gap. • No pupils to leave KS3 with a reading age below 9 years and basic numeracy.
All pupils are consolidating and embedding learning through high quality homework consistently produced	By 2024/25: <ul style="list-style-type: none"> • All pupils will be hitting 80%+ for homework across all subjects. • The gap between DP and non-DP pupils in homework quality and output will be reduced to <5% in all years.
All pupils, and especially DP pupils, have the means necessary to fully engage in school life and develop their interests and cultural capital. Pupils can access the Creative Arts in line with CET principles.	By 2024/25: <ul style="list-style-type: none"> • All pupils are able to fully participate in the extra-curricular offer, trips and visits and there is no gap in participation rates between DP and non-DP pupils. • DP pupils form up to 30% of the cohort for cadets, DoE and musical instruments. • DP pupils form up to 30% of the pupil leadership roles in school

Activity in this academic year (24-25)

This details how we intend to spend our pupil premium in **2024-25** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of additional staffing to support smaller groups and support in Y7,8 and 11. (£40,000)</i>	<p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</p> <p>Statutory guidance saying that most needs can be met through high quality teaching in the classroom.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence showing additional progress relating to class size</p>	1,2,3,4,5
<i>Additional CPD for staff to support QFT (£2,000)</i>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Guidance from EEF. Professional Development.</p>	1,3,4,5
<i>Tassomai / Seneca subscriptions (£11,000)</i>	<p>Online learning packages to support recovery, knowledge retention and consolidation of learning. Our own results also show positive impact of online learning.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	1,4,5
<i>Revision guides, resources and equipment (£10,000)</i>	<p>Ofsted Inspections – Good Schools – Disadvantaged Pupils – DAISI EDUCATION</p> <p>Revision guides to support attainment, recovery, knowledge retention, consolidation of learning and exam practice. Other equipment such as stationery, art</p>	1,4,5

	supplies, food ingredients and calculators enable DP pupils equal opportunity in accessing the curriculum.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £175,152

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTAs in English, Maths and Science (£126890)</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Targeting small groups and supporting pupils with gaps in prior learning Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3,4,5
<i>Progress Manager to support DP pupils (£33,262)</i>	Mentoring EEF (educationendowmentfoundation.org.uk) School outcomes for mentored pupils shows positive impact across all years	1,3,4,5
<i>Additional intervention in holidays / weekends (£15,000)</i>	Summer schools EEF (educationendowmentfoundation.org.uk) Positive feedback from pupil and parent voice, as well as increased pupil achievement and wellbeing (PASS)	1,4
<i>Addition resources, rewards and support for Y11 raising achievement strategy £16000</i>	Summer schools EEF (educationendowmentfoundation.org.uk) Positive feedback from pupil and parent voice, as well as increased pupil achievement and wellbeing (PASS)	

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

Budgeted cost: £108,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing and resourcing for free breakfast club (£2000)</i>	Breakfast clubs in high-deprivation schools - GOV.UK (www.gov.uk) Increased support from national programme and rising pupil numbers	1,2,3,6

<i>Uniform support (£15750)</i>	Cost of school uniforms - GOV.UK (www.gov.uk) Local unemployment and deprivation higher than national average, increase by 5% on FSM over last 2 years and parents needing support to provide uniform.	2,3,6
<i>Transport support (£1,000)</i>	Free school transport - GOV.UK (www.gov.uk) Local deprivation / need following parental illness or unemployment means pupils sometimes need emergency access to transport to attend school / medical appointments	1,2,3,6
<i>Brilliant club (£6500)</i>	UCAS-STROBE-briefing.pdf Increased aspiration leading to high and increasing post16 attendance at the local 6 th form college and increase in grades 7-9.	1,6
<i>DoE / Cadets / Music lessons support (£5,000)</i>	What Is Ofsted's 'Cultural Capital'? True Education Partnerships Arts participation EEF (educationendowmentfoundation.org.uk) PASS survey shows increased pupil satisfaction in school	2,3,6
<i>Attendance & behaviour support workers (£65470)</i>	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Role necessary to support challenging pupils to transition following lockdown and interrupted learning Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6
<i>Additional support days from school counsellor (£10,000)</i>	Mental health and behaviour in schools - GOV.UK (www.gov.uk) More referrals following lockdown and increased challenges because of lost learning and isolation, unemployment and re-integration into school Counselling in schools - GOV.UK (www.gov.uk)	1,2,3,6
<i>Trips and visits (£2500)</i>	What Is Ofsted's 'Cultural Capital'? True Education Partnerships Evidence from pupil voice and attainment of impact of curricular related trips and participation in extra-curricular offer	1,2,3,6

Total budgeted cost: £362,372

Part B: Review of outcomes in academic year 2024-25

Pupil premium strategy outcomes 24-25

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

At the end of KS4 DP pupils achieved a progress score* of -0.75 compared to the non-PP P8 score of +0.21 (*based on SisRA SPI). The gap in progress was wider than previously estimated as the group included pupils who did not do a full suite of exams for medical reasons, 2 pupils who sat no exams and there was a significant attendance gap, as there has been nationally. Attainment increased by 1.2% this year in English and Maths 4+-9, but the gap remained stubborn at 29.4% (45.6% PP v 75.0% non-PP)

In analysing the reasons for the gap, there is still a legacy of poor attendance from lockdown and Covid that impacted the year group, and the pupil premium cohort in particular. Those that took part in interventions made some good progress but attendance at intervention was less consistent than in previous years.

Overall attendance in 2024/25 was lower than previous years and with the (FFT) national average showing a gap of -5.2%. Absence among disadvantaged pupils was higher than their peers particularly in Year 11 where the attendance gap was 13.7% (78.4% FSM6 v 92.1% non-FSM6). Therefore attendance is a major focus of our current plan.

Our surveys and assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged and vulnerable pupils, as can be seen in the exclusion/removal data. This is why we have increased pastoral provision in school with Mrs Newberry, Miss Fiske and Mr Hayward to support pupil wellbeing and inclusion. A detailed review of the impact of pastoral interventions is taking place currently.

We know from our KS3 data that our Year 7 pupils had been challenged with transition and the gaps in their learning so we have spent time on mastering the curriculum and promoting literacy in both mainstream and small group intervention with the Thinking Reading Team. We invested in additional classes in English and Science to support pupils with smaller class sizes and to develop their knowledge and skills.

In 24-25 we also reviewed the curriculum of our most vulnerable and poorly attending pupils and used extra English and some Maths provision to run booster classes across the option blocks. The impact was largely dependent on pupils' attending but, along with targeted weekend and after school interventions, drop down sessions and delivery of ethics via English, did support the increase in English Language grades at grades

4+-9 (9% above national in Eng Lang and 13% above in Maths) and 5+-9 (4% above national in English Lang and 9.4% above in Maths).

Externally provided programmes 24-25

Programme	Provider
University Aspiration	Universify Brilliant Club East Norfolk Sixth Form College
Science booster session	Science Speaker (HP contact)
Maths booster sessions	Masterclass Ltd Isaac Newton Sixth Form (further maths)
DoE Award	Duke of Edinburgh Award Scheme
Cadets	Combined Cadet Force (CCF)

Activity in this academic year (25-26)

This details how we intend to spend our pupil premium in **2025-26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of additional staffing to support smaller groups and support in year 11. (£40,000)</i>	<p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</p> <p>Statutory guidance saying that most needs can be met through high quality teaching in the classroom.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence showing additional progress relating to class size</p>	1,2,3,4,5
<i>Additional CPD for staff to support QFT (internal – no cost)</i>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Guidance from EEF. Professional Development.</p>	1,3,4,5
<i>Sparx / Sam learning subscriptions (£10,000)</i>	<p>Online learning packages to support recovery, knowledge retention and consolidation of learning. Our own results also show positive impact of online learning.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	1,4,5
<i>Revision guides, resources and equipment (£8,000)</i>	<p>Ofsted Inspections – Good Schools – Disadvantaged Pupils – DAISI EDUCATION</p> <p>Revision guides to support attainment, recovery, knowledge retention, consolidation of learning and exam practice. Other equipment such as stationery, art</p>	1,4,5

	supplies, food ingredients and calculators enable DP pupils equal opportunity in accessing the curriculum.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £171,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTAs in English, Maths and Science</i> (£126890) Fund 0.5 Maths tutor (15,000)	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Targeting small groups and supporting pupils with gaps in prior learning Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3,4,5
<i>Additional intervention in holidays / weekends – residential experience</i> (£15,000)	Summer schools EEF (educationendowmentfoundation.org.uk) Increase outcomes with focus on EM headlines, 7-9 in English and Att8.	1,4
<i>Addition resources, rewards and support for Y11 raising achievement strategy</i> (£15000)	Summer schools EEF (educationendowmentfoundation.org.uk) Positive feedback from pupil and parent voice, as well as increased pupil achievement and wellbeing (PASS)	

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

Budgeted cost: £132,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing and resourcing for free breakfast club</i> (£3000)	Breakfast clubs in high-deprivation schools - GOV.UK (www.gov.uk) Increased support from national programme and rising pupil numbers	1,2,3,6
<i>Uniform support</i> (£20000)	Cost of school uniforms - GOV.UK (www.gov.uk) Local unemployment and deprivation higher than national average, increase by 5% on FSM over last 2 years and parents needing	2,3,6

	support to provide uniform. Removing barrier to attendance.	
<i>Transport support (£1,000)</i>	Free school transport - GOV.UK (www.gov.uk) Local deprivation / need following parental illness or unemployment means pupils sometimes need emergency access to transport to attend school / medical appointments	1,2,3,6
<i>Brilliant club (£6500)</i> <i>HPA Strategy (£2000)</i>	UCAS-STROBE-briefing.pdf Increased aspiration leading to high and increasing post16 attendance at the local 6 th form college and increase in grades 7-9.	1,6
<i>DoE / Cadets / Music lessons support (£5,000)</i>	What Is Ofsted's 'Cultural Capital'? True Education Partnerships Arts participation EEF (educationendowmentfoundation.org.uk) PASS survey shows increased pupil satisfaction in school and encouragement to attend.	2,3,6
<i>Attendance & behaviour support workers (£65470)</i>	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Role necessary to continue upward trends in attendance and target vulnerable groups Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6
<i>Attendance/behaviour rewards for PP (£5000)</i>	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Incentising attendance and good behaviour for PP pupils based on gaps in current behaviour / attendance data Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6
<i>Additional support days from school counsellor (£10,000)</i>	Mental health and behaviour in schools - GOV.UK (www.gov.uk) More referrals following lockdown and increased challenges because of lost learning and isolation, unemployment and re-integration into school Counselling in schools - GOV.UK (www.gov.uk)	1,2,3,6
<i>Trips and visits (£15000)</i>	What Is Ofsted's 'Cultural Capital'? True Education Partnerships	1,2,3,6

	Evidence from pupil voice and attainment of impact of curricular related trips and participation in extra-curricular offer	
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Total budgeted cost: £362,860