

Pupil premium strategy statement – Lynch Hill Enterprise 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	862
Proportion (%) of pupil premium eligible pupils	41%
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)	2025/26 2026/27 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Christopher Thomas
Pupil premium lead	Mike Weeks
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£351,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£351,525

Part A: Pupil premium strategy plan

Statement of intent

Our Vision and Values

At Lynch Hill Enterprise Academy, our core belief is that every child can aspire to be their best, achieve through effort, and succeed with pride. We are committed to ensuring that all pupils, especially those eligible for pupil premium, receive the support, encouragement, and challenge they need to fulfil their potential and thrive in our vibrant community.

Statement of Intent

We will use the pupil premium grant to:

- **Aspire:** Set high expectations and ambitions for all our pupils, ensuring their needs are known, understood, and met, and nurturing a culture of aspiration in every classroom.
- **Achieve:** Support every pupil to make progress through effort, recognising and celebrating individual successes, and providing feedback that inspires improvement and growth.
- **Succeed:** Enable every child to experience pride in their achievements, both academic and personal, by providing equitable opportunities and acknowledging the value of resilience and endeavour.

On a daily basis, this means:

- High expectations and aspirations for every student
- Classrooms that inspire curiosity, critical thinking, and independence
- Respectful, positive relationships and a nurturing community
- A staff culture committed to consistency, professional growth, and well-being

To ensure our Pupil Premium students can achieve, we implement targeted strategies and interventions to remove barriers that may arise due to personal circumstances or learning gaps. Our commitment extends to ensuring that all students have full access to the extracurricular activities available at Lynch Hill Enterprise Academy, fostering the development of well-rounded individuals who can achieve their aspirations and thrive in life.

Common barriers to learning for disadvantaged students may include:

- Weak language, reading and communication skills
- Lack of confidence
- Increased behavioural challenges
- Challenges with attendance and punctuality
- Parental engagement
- Lack of resources

Additionally, complex family situations may hinder a child's ability to thrive. We recognise that the challenges faced by disadvantaged students are varied, and there is no "one size fits all" approach to support.

Despite our commitment to ensuring all students can aspire to be their best, achieve through effort and succeed with pride, we face persistent and significant barriers for our disadvantaged pupils. Our latest data highlights four core challenges: attendance, achievement, reading, and enrichment. Addressing these is central to our pupil premium strategy and our ambition for our students to achieve their potential.

Implementation Approach

- **Quality First Teaching:** Ongoing CPD in adaptive teaching, feedback, questioning, and reading strategies.
- **Targeted Interventions:** Small-group and 1:1 tuition for literacy, numeracy, and well-being, based on individual need.
- **Enrichment:** Subsidised access to extra-curricular activities, trips, and enrichment opportunities.
- **Parental Engagement:** Regular communication to involve families in their child's educational journey.
- **Monitoring and Review:** Regularly review data and pupil voice to ensure strategies are working, adjusting as necessary

In supporting disadvantaged students, we acknowledge that not all students receiving free school meals are socially disadvantaged, and not all disadvantaged students are registered for or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any student or groups of students identified by the school as being disadvantaged.

Pupil Premium funding will be allocated following a thorough needs analysis, identifying priority classes, groups, or individuals. Due to limited funding and resources, not all students receiving free school meals will receive Pupil Premium interventions simultaneously.

Challenges

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

Challenge number	Detail of challenge – Data from June 2025						
	Monitored and reviewed						
1 Attendance	We know that strong attendance is essential to enable students to achieve great outcomes.						
		Overall	Persistent <90%	Extreme <70%	Severe <50%		
	All %	92.6%	19.74%	2.74%	1.48%		
	PP%	89.8%	30.68%	5.6%	3.79%		
	Non – PP %	94.5%	12.93%	0.93%	0.65%		
	Difference	-4.7%	-17.75%	-4.67%	-3.14%		
	4/9/24 to 23/5/25	Persistent Absence			Severely Absence		
		PP %	Non PP%	Diff	PP%	Non PP%	Diff
	All	30.68	12.93	17.78	3.79	0.65	3.14
Year 7	29.85	8.33	21.52	2.99	0	2.99	
Year 8	15.28	14.02	1.26	2.78	0.93	1.85	
Year 9	39.71	16.22	23.49	4.41	0.9	3.51	
Year 10	28.79	7.96	20.83	3.03	0.88	2.15	
Year 11	40.91	17.27	23.64	4.55	0.91	3.64	
	Year 7	Year 8	Year 9	Year 10			
PP%	92.0	93.0	86.7	89.8			
Non-PP%	95.6	95.4	94.6	94.6			
Difference	3.6	2.4	7.6	4.8			
The attendance of PP students remains above national averages, but we know that good attendance is a key indicator for academic success and, as such, it remains a priority.							
2 Achievement	The achievement of PP students over time is not strong enough including when compared to their non-PP peers.						
	Results in 2024 demonstrated a 0.81 gap in the progress of these students, a gap is apparent in several subjects and including English Language, Maths, Science and Humanities.						

2025 Results:

	Pupil Premium Targets	Pupil Premium	Non-Pupil Premium
Attainment 8	39.65	32.62	40.9
Average Points Score per pupil	34.72	27.97	35.64
% Achieving 4 or above in English & Maths	76%	43%	49%
% Achieving 5 or above in English & Maths	25%	21%	36%
% Achieving grade 7 or above	2%	8%	12%
% Achieving grade 5 or above	35%	30%	45%
% Achieving grade 4 or above	83%	49%	61%
Five or more subjects inc. E+M at grades 4-9	75%	34%	44%
Five or more subjects at grades 4- 9	76%	34%	52%
5 or more GCSEs 5+ inc. E+M	24%	15%	31%
5 GCSEs 5+	25%	19%	36%

We are driven by ensuring students can progress to their next stage in their education. In 2025, 66% of Year 11s could not progress to Level 3 qualifications. As such, we are determined to ensure more students have choice for their next stage and will be prioritising English Language, English Literature, Maths, Science and Religious Studies. We will also focus on

	Humanities (History and Geography). These are whole cohort subjects or are important for next stages.			
3 Reading	24% of PP students have a reading age of three or more years below their chronological age, compared to 19.3% of non-pp students. Year groups in order of challenge size.			
		% of children three or more years below chronological reading age.		
	Year	PP	Non-PP	Difference
	8	31.7%	16.8%	-14.9%
	9	19.7%	21.1%	-1.4%
	10	18.3%	16.4%	2%
	7	21.2%	27.8%	6.6%
4 Enrichment	We are proud of our enrichment offer and want to ensure all PP students take advantage of this offer to broaden their horizons. We know that Pupil Premium attendance at clubs and within leadership positions in school is good and we are committed to ensuring that this continues.			

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: by July 2028												
Challenge 1: Improved attendance of PP students. Reduction in PA Rate. (FCO)	Monitored half termly PP students will have higher rates of attendance and lower rates of persistent absence compared to the national average for PP students. PP students will have attendance in line with non-PP students within the school. PP students will have a persistent absence rate in line with non PP students in the school and the PP persistent absence rate will be reducing over time.												
Challenge 2: Improving student achievement in English, Maths, Science and Humanities. Ensuring high quality teaching, adapted to meet the needs of PP students, leads to success. (MWE)	Updated yearly depending on data. The focus on English, Maths, Science and Humanities is to ensure PP students can progress to level 3 study at the end of year 11. <table><tr><td></td><td>Target 4+</td><td>Target 5+</td></tr><tr><td>English Language</td><td>83%</td><td>30%</td></tr><tr><td>Maths</td><td>75%</td><td>20%</td></tr><tr><td>Science combined</td><td>55%</td><td>13%</td></tr></table>		Target 4+	Target 5+	English Language	83%	30%	Maths	75%	20%	Science combined	55%	13%
	Target 4+	Target 5+											
English Language	83%	30%											
Maths	75%	20%											
Science combined	55%	13%											

	History	80%	35%
	Geography	63%	20%
	RE	85%	42%
	5 GCSEs grade 4 + including English and Maths: 69% 5 GCSEs grade 5 + including English and Maths: 20% Teacher Action Plans are well established and learning walks show that PP students are specifically planned for with adaptations are made during lesson. Assessment Point data shows that PP students are making progress in line with their targets and the gap between PP and Non-PP is reducing.		
Challenge 3: Reading (KHA)	Reading ages of any child identified as needing intervention by 6 months per term (reading + benchmarks) and 18 months over the year (NGRT for those receiving intervention) Systems established to diagnose and deliver small group and 1:1 intervention takes place with clear success criteria. KS4 interventions introduced for students that are below their reading age at the start of KS4 and intervention has a positive impact on their interventions. CPD sessions upskill staff and learning walks show the effectiveness of whole class reading strategies.		
Challenge 4: Enrichment (KHA, ALI, DMC)	The % of places on school trips accessed by PP students are at least in line with the % of PP students in the school. The % of student leadership positions held within the school is at least in line with the % of Pp students within the school. The % of PP students attending an extra-curricular club is at least in line with the % of PP students within the school. Attendance at a club must be at least four attendances.		

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £187,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of two literacy leaders (TLR). To raise the profile of literacy, lead on specific strategies and staff training on approaches to improve its effectiveness in the classroom.	“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF KS3/4 Literacy Guidance	3
To finance teacher CPD opportunities and training including the incidental cover requirements.	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF	2
Embedding Reading Plus, reading intervention into curriculum for all Ks3 students.	Fluency bridges the gap between decoding and comprehension. EEF blog: Shining a spotlight on reading fluency EEF Why focus on reading fluency? EEF	3
Reducing teacher contact time to allow for more scheduled observation of high-quality teaching, more effective lesson planning and more regular feedback.	Feedback EEF	2
Providing staff with access to high quality, recommended texts on teacher pedagogy so that their teaching improves student’s long-term learning.	1. High-quality teaching EEF	2
Purchasing pupil progress so that staff can better assess and track gaps in knowledge so that they can respond and provide specific feedback to the students.	Using Digital Technology to Improve Learning EEF Feedback EEF	2
Coaching programme to support staff to develop their teaching practice including through the Embedding Formative Assessment scheme.	Coaching in Pairs and Triads: time-efficient, collaborative, rigorous, motivating. – teacherhead Coaching for teaching and learning: practical guide for schools	2
Creating networks between departments within the trust so that effective practise and expertise can be shared.	The EEF Guide to the Pupil Premium EEF	1,2,3,4

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

Budgeted cost: £82,131

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy staff to monitor attendance and to utilise quicker and more effective interventions	Attendance interventions evidence assessment Attendance interventions rapid evidence assessment EEF	1,2,3
Reduce class sizes so we can increase the amount of feedback teachers are able to give learners as well as ensuring quality first teaching.	Teacher Feedback to Improve Pupil Learning Teacher Feedback to Improve Pupil Learning EEF	2
Core Curriculum areas closely monitor and intervene where the progress of PP students is below that of Non-PP students or below that of their expected attainment pathway.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students.” EEF guide to the Pupil Premium. Core Curriculum Leaders promote positive engagement and teaching strategies with Pupil Premium Students. CL track PP students' progress and liaise with PP leads/HOYs to help signpost needs for targeted intervention. “Evidence consistently shows the positive impact that targeted academic support can have.” The EEF Guide to the Pupil Premium EEF	2, 3
Improving Literacy Vocabulary development to close the gaps in academic progress and cultural enrichment	Improving Literacy in Secondary School Guidance report. EEF “By attending to the literary demands of their subjects, teachers increase their pupils’ chance of success in their subjects.” Improving Literacy in Secondary Schools EEF	3, 4
Ensuring good feedback is given to students and staff are trained and are able to respond and correct misconceptions by being enrolled in the Embedding Formative	Embedding Formative Assessment - SSAT	2

Assessment Programme by Dylan Williams.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,131

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adding an additional part time member of staff to the attendance team to ensure timely attendance intervention can take place.	Attendance interventions rapid evidence assessment EEF	1,2
Financing two family support workers to carry out home visits, mentoring and early help referrals.	EEF Parental Engagement Summary of recommendations.pdf	1
Embedding good practice set out in DfE's guidance on working together to improve school attendance.	Working together to improve school attendance - GOV.UK	1,2
Financing a pastoral manager for every year group and an inclusion mentor. These have a focus on PP students, but not exclusively.	The pastoral manager role in ensuring barriers are removed so students can access education, be in lessons and achieve is crucial to their progress and wellbeing. Improving behaviour in schools	1,2
Breakfast club	The impact of breakfast on learning in children - Family Action	1,2
Equipment, uniform and subject supplies. Removing potential barriers to participation increases attendance.	Removing barriers to learning, self-esteem and confrontation will improve engagement and attendance to school. The EEF Guide to the Pupil Premium EEF	2
Contingency fund for acute issues.	Contingency Fund to adapt to unforeseen issues that occur throughout the academic year	1,2

	The EEF Guide to the Pupil Premium EEF	
Providing high quality IT facilities that are available before and after school so that students are not negatively impacted by a lack of IT facilities at home. Refitting three computer rooms, two laptop trollies and extending the librarians hours so that that IT facilities have extended access.	Removing barriers to learning, self-esteem and confrontation will improve engagement and attendance to school. The tiered approach to Pupil Premium spending Education Endowment Foundation	2,3
Literacy and reading interventions to ensure students make progress in line with their peers.	Improving Literacy in Secondary Schools Improving Literacy in Secondary Schools EEF	2,3
Use of Reading Plus to monitor and support pupil premium students with their reading.	Reading comprehension strategies EEF	2,3
Subsidising or full payment for trips, visits and after school clubs.	Arts participation EEF Physical activity EEF	4

Total budgeted cost: £328,525

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Pupil Premium Targets	Pupil Premium	Non-Pupil Premium
Attainment 8	39.65	32.62	40.9
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Pupil Premium students underperformed compared to their Non- Pupil Premium peers. This has had a significant impact on the number of students that have been able to progress to level 3 study. Last year, 66% of Pupil Premium students could not progress to Level 3 study. We are committed to ensure this improves this year.

Pupil Premium attendance remains strong and above FFT national data. There remains a gap between PP and Non-PP (in line with national gaps) and shows the strong work we have done this year. Our focus shifts to be on persistent absence rates and ensuring this reduces over time.

Reading remains a key priority for the school. Ensuring our students have reading ages that enable them to access the KS4 curriculum is a priority for students to achieve academic success in line with their peers.

PP students behave well across the school and in line with their Non-PP peers. This includes internal data, suspensions and attitude to learning.

The school was inspected in 2025 and highlighted the need for lessons to be adapted further to meet the needs of students from a variety of background, including those from a disadvantaged background. We are committed to ensuring we meet the needs of these students, so they have choice for their future.

Following a review of the data at the end of the 2024/2025 academic year and in line with our school priorities, we have made changes to the challenges outlined in this document. We have reduced the number and are focused on where the greatest need is as informed by the data.

Externally provided programmes

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

Programme	Provider
NA	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

NA

The impact of that spending on service pupil premium eligible pupils

NA

Further information (optional)

NA.