

Pupil premium strategy statement

Lockwood Primary School

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	164 (FTE)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2022 – Autumn 2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs L Lawson
Pupil premium lead	Mrs L Lawson
Governor / Trustee lead	Dr Ursula Earl

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39 000
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£39 000

Part A: Pupil premium strategy plan

Statement of intent

Our Aims:

- Prevent an achievement gap developing between children from disadvantaged backgrounds and their peers in Early years.
- Reduce any gaps in attainment between children of disadvantaged families and their peers in Reading, Writing and Maths from Y1 to Y6.
- Ensure barriers to learning are identified and removed for all children eligible for the PPG.
- To ensure children in receipt of the PPG are engaged in all aspects of school life.
- Ensure all groups of children entitled to the PPG are engaged, motivated and challenged in lessons. Using CPD to develop the quality of teaching and learning, releasing leadership to monitor and evaluate the progress visible within lessons, books and data.
- To ensure that children that attract Pupil Premium funding make similar progress to those that do not attract Pupil Premium funding Nationally.

Challenges

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

Challenge number	Detail of challenge
1	Weaknesses in learning behaviours, e.g. lack of independence or resilience.
2	Social, emotional and behavioural problems affecting wellbeing and progress.
3	Readiness and preparation to learn, physically, practically and emotionally. Ability to reflect and evaluate their own learning self-motivating themselves to improve.
4	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading)
5	Due to financial constraints, pupils are unable to engage in enrichment activities after school that would develop SEMH, the ability to communicate, create a feeling of success

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
Children are prepared to be global citizens and have experience of visits, visitors and cultural experiences beyond their norm.	Children have had a broad range of cultural experiences and have found interests outside of those they would otherwise have identified and have expanded their social group.
Children attain in line with those not attracting Pupil Premium Nationally in Reading.	Data shows that the attainment of children attracting Pupil Premium is inline with those not attracting Pupil Premium Nationally.
Children attain in line with those not attracting Pupil Premium Nationally in Writing.	Data shows that the attainment of children attracting Pupil Premium is inline with those not attracting Pupil Premium Nationally.
Children attain in line with those not attracting Pupil Premium Nationally in Math.	Data shows that the attainment of children attracting Pupil Premium is inline with those not attracting Pupil Premium Nationally.
Children are aspirational.	Children are aware that there are a variety of careers available to them and feel they are within their reach.

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: £ 14 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase standardised tests with staff receiving training on how to administer them and interpret the outcomes for future target setting.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Assessment and feedback	1, 3

	(educationendowmentfoundation.org.uk)	
Increase teaching capacity to allow class teachers to work with targeted groups of disadvantaged children across school.	Small group tuition has moderate impact for low cost based on moderate evidence. Small group tuition (educationendowmentfoundation.org.uk)	1, 2,3
High quality Professional Development on mastery is delivered to staff by the National College and Maths and English Hubs.	High impact for very low cost based on limited evidence. Early years and Key Stage 1 mathematics teaching EEF (educationendowmentfoundation.org.uk)	1, 2,3,4
Disadvantaged children have the opportunity to learn to play a musical instrument and access Art activities.	Moderate impact for very low cost based on moderate evidence. Arts education EEF (educationendowmentfoundation.org.uk)	1,2, 3, 4
Offsite visits are delivered and have a positive impact on the children's, social and emotional development, cultural capital,	Moderate impact for very low cost based on very limited evidence. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3 &4
Development of Early Years areas and QFT of NELI leading to Improved knowledge of vocabulary and oral language which can be used in their writing, linked to the topics they are studying and when speaking about what they have learned.	Very high impact for very low cost based on extensive evidence. Early language EEF (educationendowmentfoundation.org.uk)	1, 2
Behaviour Interventions	Moderate impact for low cost.	1,2,3,4
Individual reading program.	Very high impact, low cost.	4

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

Budgeted cost: £ 14 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for small group phonics.	Small group tuition has moderate impact for low cost based on moderate evidence. Small group tuition educationendowmentfoundation.org.uk	1, 3, 4
1:1 phonics catch up.	Moderate cost, high impact. educationendowmentfoundation.org.uk	1, 3, 4
Lexia – individualised reading program	Low cost, moderate impact. educationendowmentfoundation.org.uk	1, 3, 4
After school reading, math and SPAG group work	Small group tuition has moderate impact for low cost based on moderate evidence. Small group tuition educationendowmentfoundation.org.uk	1, 3, 4
Additional small group tuition Maths and English (KS2).	Small group tuition has moderate impact for low cost based on moderate evidence. Small group tuition educationendowmentfoundation.org.uk	1, 3, 4

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

Budgeted cost: £ 11 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
IEWO supporting parental engagement in attendance.	Moderate impact for low cost. Low cost, high impact.	1,2,3
Time4you used to provide counselling on a weekly basis.	Low cost, high impact. educationendowmentfoundation.org.uk	4

Afterschool Club/Breakfast Club subsidy.	Low cost, high impact. educationendowmentfoundation.org.uk	4
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Total budgeted cost: £39 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In EYFS 100% of pupils attracting Pupil Premium achieved the Early Learning Goals.

In the Year 1 Phonic Screening assessment 100% of children attracting Pupil Premium met the standard compared to 84% nationally.

KS1 SATs

67% of Disadvantaged pupils achieved the expected standard in reading compared to 78% of 'Other' pupils Nationally.

67% of Disadvantaged pupils achieved the expected standard in writing compared to 73% of 'Other' pupils Nationally.

67% of Disadvantaged pupils achieved the expected standard in Maths compared to 79% of 'Other' pupils Nationally.

KS2

57% of Disadvantaged pupils achieved the expected standard in RWM compared to 71% of 'Other' pupils Nationally.

71% of Disadvantaged pupils achieved the expected standard in reading compared to 78% of 'Other' pupils Nationally.

71% of Disadvantaged pupils achieved the expected standard in writing compared to 83% of 'Other' pupils Nationally.

86% of Disadvantaged pupils achieved the expected standard in SPaG compared to 83% of 'Other' pupils Nationally.

100% of Disadvantaged pupils achieved the expected standard in Maths compared to 84% of 'Other' pupils Nationally.

Children entering Year 7 were prepared to meet other young people from more diverse backgrounds and were ready socially and emotionally for the change of school.

The children had a greater understanding of the world of work and what some of their choices may be – aspirations were beginning to change.

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
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***

Afterschool hours were extended to support the needs of parents.

The impact of that spending on service pupil premium eligible pupils

Children had good social and emotional well-being and were able to access cultural activities they may not otherwise have accessed.