

Lockwood Primary School



Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	15.4% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023 2023 – 2024 2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr C Johns Head Teacher
Pupil premium lead	Mr C Johns
Governor / Trustee lead	Dr U Earl

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£34,040

Part A: Pupil premium strategy plan

Statement of intent

At Lockwood Primary School, our objective for disadvantaged pupils is that they complete their primary education having reached the same levels of achievement and enjoyment as their peers. This means that they are well prepared both academically and personally make the move into secondary education and can look forward to a successful future both at school and beyond.

Our Pupil Premium strategy works to achieve this objective through:

- High-quality teaching
- Targeted academic support in the classroom.
- Wider strategies that support families, improve pupil's mental health and well-being and provide exposure to new opportunities and experiences.

The key principles of our strategy are to improve the quality of teaching through rigorous self-evaluation and school improvement and to ensure disadvantaged pupils are closely monitored and receive support and intervention quickly and effectively.

We aim to:

- Prevent an achievement gap developing between children from disadvantaged backgrounds and their peers during their time in nursery and Reception.
- 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 mitigated against for all disadvantaged children.
- To ensure disadvantaged children are engaged in all aspects of school life.
- Provide quality first teaching for all pupils and effective and timely intervention for pupils who need additional support.
- To ensure that disadvantaged children at Lockwood Primary School make similar progress to non-disadvantaged pupils Nationally.

Challenges

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

Number	Detail of challenge
1	Weaknesses in learning behaviours, for example a lack of independence or resilience.
2	Variable levels of mental health and wellbeing impacting on children's 'readiness and capacity to learn'.
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 and a narrow vocabulary, linked with limited life experiences and early exposure to reading.
5	Lack of exposure to enriching opportunities and experiences outside of the school day limiting aspirations, social development and enjoyment.
6	Lack of awareness of and aspiration to think of life beyond school – further education, training or work

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 existing level of awareness.	All children experience had a broad range of cultural experiences and are aware of interests and opportunities in addition to those they would normally have encountered.
In reading, writing and maths, barriers to learning for disadvantaged children are overcome and suppressed attainment on entry is addressed.	KS2 outcomes will show a reduction in the attainment gap between school disadvantaged and national non-disadvantaged pupils.
Children are aspirational for themselves, their families and their community.	Children are aware of the opportunities that are available to them after secondary education and believe that they present a realistic goal.
Children are able to recognise and develop individual talents and interests through access to a broad balanced curriculum.	Children have increased opportunity to demonstrate and develop their talent and interests.

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: £8,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality professional development on the use of feedback to enhance pupil progress.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,3
Close monitoring and assessment of disadvantaged groups.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,3,4
Review and improve the formative assessment strategies used during lessons. Provide CPD and new IT resources to support teacher's assessment practice.	https://educationendowmentfoundation.org.uk/news/eef-blog-cognitive-science-more-than-just-a-quiz?utm_source=/news/eef-blog-cognitive-science-more-than-just-a-quiz&utm_medium=search&utm_campaign=site_search&search_term=quiz	1,3,4
Introduction of Early Talk Boost intervention for EYFS.	https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?utm_source=/early-years/evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_search&search_term=early%20talk%20boost&approach=teaching-modelling-language	4
Improve access to IT hardware to improve teaching and learning, modelling and pupil practice.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1733242643	1,2,3,4,5,6

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

Budgeted cost: £18,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality one to one and small group provision.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3,4

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

Budgeted cost: £7,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of breakfast club for disadvantage children.	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	2,3
Close monitoring of the attendance of disadvantaged children and provision of support to families.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	1,2,3,4
Subsidy of all curricular and extra-curricular visits, visitors to school and residential experiences.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment https://www.schooltravelforum.com/media/1330/the_benefits_of_outdoor_learning.pdf	5,6
Access to range of professional support services including psychological service, learning support and counselling.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	1,2,3,4
Musical tuition provided by Tees Valley Music Service for KS2 to allow all children to learn to play an instrument and identify musical talent.	https://musiceducationworks.wordpress.com/2020/06/17/17-evidence-based-benefits-of-music-education/	2,3,5,6

Total budgeted cost: £30,040

Part B: Review of outcomes in the previous academic year

Statutory Assessment	Percentage of disadvantaged pupils achieving standard	Percentage of non-disadvantaged pupils achieving the standard nationally	Number of disadvantaged pupils in cohort
EYFS – Good Level of Development	100%	68%	1
<i>Notes: Over the past three years 67% of disadvantaged pupils achieved a good level of development (2 out of 3 pupils)</i>			
Year 1 Phonics Screening Check	67%	83%	3
<i>Notes: Over the past three years, 89% of disadvantaged pupils have achieved the expected standard</i>			
Year 4 Multiplication Tables Check – Average Score	23.0	21.3	4
<i>Notes: Over the past three years, the average score of disadvantaged pupils was 20.5 compared to 21.9 for non-disadvantaged pupils nationally.</i>			
Year 4 Multiplication Tables Check – Full Marks (25/25)	50%	37%	4
<i>Notes: Over the past three years, the percentage of disadvantaged pupils achieving full marks was 28.6% compared to 33% for non-disadvantaged pupils nationally.</i>			
KS2 Grammar, Punctuation & Spelling Test - Expected Standard	67%	78%	3
KS2 Grammar, Punctuation & Spelling Test - High Score	0%	37%	3
<i>Notes: Over the past three years, the percentage of disadvantaged pupils achieving the expected standard in Grammar, Punctuation and Spelling is 81% compared with 78% of non-disadvantaged pupils nationally. Over the past three years, the percentage of disadvantaged pupils achieving the higher standard in Grammar, Punctuation and Spelling is 25% compared with 35% of non-disadvantaged pupils nationally.</i>			
KS2 Reading Test - Expected Standard	67%	79%	3
KS2 Reading Test - High Score	33%	33%	3
<i>Notes: Over the past three years, the percentage of disadvantaged pupils achieving the expected standard in Reading is 69% compared with 79% of non-disadvantaged pupils nationally. Over the past three years, the percentage of disadvantaged pupils achieving the higher standard in Reading is 25% compared with 33% of non-disadvantaged pupils nationally.</i>			
KS2 Maths Test - Expected Standard	100%	79%	3
KS2 Maths Test - High Score	0%	29%	3
<i>Notes: Over the past three years, the percentage of disadvantaged pupils achieving the expected standard in Maths is 94% compared with 79% of non-disadvantaged pupils nationally. Over the past three years, the percentage of disadvantaged pupils achieving the higher standard in Maths is 19% compared with 28% of non-disadvantaged pupils nationally.</i>			
KS2 Writing Assessment - Expected Standard	67%	78%	3
KS2 Writing Assessment - High Score	0%	16%	3
<i>Notes: Over the past three years, the percentage of disadvantaged pupils achieving the expected standard in Writing is 75% compared with 77% of non-disadvantaged pupils nationally. Over the past three years, the percentage of disadvantaged pupils achieving the higher standard in Grammar, Punctuation and Spelling is 6% compared with 16% of non-disadvantaged pupils nationally.</i>			
KS2 Reading, Writing, Maths Combined - Expected Standard	67%	78%	3
KS2 Reading, Writing, Maths Combined - High Score	0%	10%	3
<i>Notes: Over the past three years, the percentage of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths combined is 75% compared with 77% of non-disadvantaged pupils nationally. Over the past three years, the percentage of disadvantaged pupils achieving the higher standard in Reading, Writing and Maths combined is zero compared with 10% of non-disadvantaged pupils nationally.</i>			