

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Lockington CE VC Primary School
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-25
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Julie Cattle (Headteacher)
Pupil premium lead	Mrs Julie Cattle
Governor / Trustee lead	Mrs Kate Girking

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3925
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£4925

Part A: Pupil premium strategy plan

Statement of intent

Our vision is taken from Matthew 5:16, “Let your light shine before others that they may see your good works, and glorify your Father which is in heaven.”

This is reflected in this statement, through consideration of how funds are spent to enable all to flourish, especially our disadvantaged pupils. Our intention is for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined is also intended to support their needs.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged. It is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider plans for recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect last year’s spending of pupil premium had within our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches adopted complement each other to help pupils excel. To ensure they are effective we:

- ensure disadvantaged pupils are challenged in the work they are set;
- act early to intervene at the point when need is identified;
- take a whole school approach in which all staff take responsibility of disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

At Lockington CE VC Primary School we:

- Aim to ensure that teaching and learning opportunities meet the needs of all pupils;
- Aim to ensure appropriate provision is made for pupils who belong to vulnerable groups;
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and vice versa;
- Closely observe results achieved by children receiving free school meals/pupil premium so that they are provided with the necessary support offered.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate the negative impact of school closure due to COVID on the wellbeing of pupils and the emotional support required, especially those eligible for PP. Findings are supported by national studies.
2	Assessments, observations and discussions show an attainment gap across core subjects for some pupils, and some specific gaps for specific PP pupils, including phonics and mathematics.
3	Missed/forgotten learning due to school closure leading potentially to slower progress rates across the school.
4	Attendance data and observations indicate attendance and behaviour challenges for specific pupils, including some PP, are impacting progress.
5	Assessment, observations and discussions indicate difficulties in mathematics for specific pupils, including PP.

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
Increased well-being and emotional support for all pupils, including those eligible for PP.	Support groups continue with trained staff when required. Focus on mindfulness and raised awareness of everyone's mental health.
Increase KS1 and KS2 attainment in reading, writing and mathematics - including catch up provision. Closing gaps agenda for PP pupils.	Support groups planned, resourced and evaluated to ensure maximum possible impact. Achieve or exceed national average end of key stage progress scores.
Catch up support effective across the school.	Teacher/TA deployed to support disadvantaged children, with training in place when needed.
Consistent teaching of reading across the school.	Reading for understanding and comprehension progress can be evidenced. All pupils pass phonics screening by end of KS1.
Improved behaviour and attendance for specific PP pupils.	Improved outcomes for specific pupils supported by improvements in behaviour and attendance.
Pupils' achievements in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained.	Experiences and visits planned for children across the year. Range of extra-curricular clubs. Pupil voice – pupils greater understanding of world around them. Project based homework will support the link between home and school.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of DfE validated systematic synthetic phonics programme to secure strong phonics teaching for all pupils (including training).</p> <p>£1500</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly in disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,3
<p>CPD for all teaching staff to enhance effectiveness through ERYC and Diocese.</p> <p>£450</p>	<p>Using PP to improve teaching quality benefits all students and has a particularly positive effect on children eligible for PP:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>This includes support for delivering wellbeing.</p>	1,2,3
<p>Teachers to deliver/plan interventions, nurture and work with PP pupils in KS2.</p> <p>£750</p>	<p>Analysis of needs of pupil premium pupils shows some pupils would benefit from smaller group teaching and one-to-one support. Small class sizes, along with extra support in maths and phonics has been facilitated, along with increased contact with parents/carers via Teams/telephone/email.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1.2.3.4.5
<p>Purchase of standardised diagnostic assessments.</p> <p>£300</p>	<p>Standardised tests provide reliable insights into specific strengths and weaknesses of pupils to support assessment for learning:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	2.3.5

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers work with PP and targeted children on interventions targeting reading, spelling and mathematics. £750	Intensive tuition in small groups/ one-to-one to support lower attainers or those who are falling behind, and to teach challenging topics and skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,5
Online interventions in mathematics for KS2 pupils using recovery fund. £250	Recommended by DfE to support online catch-up, especially during disruption due to lockdown periods. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,5

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

Budgeted cost: £925

Activity	Evidence that supports this approach	Challenge number(s)
Subsidised visits/visitor experiences and extra-curricular activities for PP pupils. PP pupils' visits costs are covered. £200	PP pupils do not have access to as many activities which promote cultural capital. Financial support provided for PP pupils to take part in visits and to support visitors in school.	1.4
Training for staff on supporting wellbeing. Staffing levels to ensure there are plenty of opportunities for staff to talk to children and parents/carers when required. £600	Pupils settle into school quickly and engage with their learning as a result of feeling valued and included. Parents/carers report that their children settle quickly and have a sense of belonging and want to engage in school. Attendance rates for PP pupils.	1.4
Improved social and emotional wellbeing for PP and other vulnerable children. £125	Gardening groups offered to all pupils.	1,4

Total budgeted cost: £4,925

Part B: 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 2020 to 2021 academic year.

Our internal assessment during 2020/21 suggests performance of some disadvantaged pupils was lower than non-disadvantaged children. This was due mainly to the impact of COVID, which disrupted learning in all subjects, including pupils ability to access PP funded improvements to teaching and learning. This was mitigated by a resolution to maintain a high quality curriculum, despite periods of partial closure, by admitting vulnerable pupils when permitted and using online resources such as Oak National Academy, White Rose, Hamilton Trust, IXL, Lexia and Third Space Learning (maths), which are online resources, by providing reading book swaps weekly, following COVID guidance, and using Purple Mash as a platform for learning.

Overall attendance was lower in 2020/21 but higher than national average. We used PP funding to provide wellbeing support and targeted interventions when required. Our observations and assessments indicate that pupil wellbeing and behaviour were impacted last year, primarily due to COVID related issues, the impact of which was particularly acute for disadvantaged pupils. PP funding helped to provide wellbeing support for all pupils, and targeted interventions were required. We are building on this approach with the activities in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Cambium Learning Group
IXL	IXL Learning
White Rose Maths	Trinity MAT
Purple Mash	2Simple Software

Further Information

- The school provided school laptops (as required), photocopies, books and equipment to any child during the lockdown. This included weekly reading book drop-off and collections for all pupils.
- The school remained open constantly through the lockdown, including the whole of the Easter and half-term holidays and bank holidays.
- The administrator organised food parcels and vouchers for PP pupils, prior to the national scheme being rolled out.
- Phone calls home to parents/carers of all pupils not in school were made on a weekly basis by class teachers throughout the pandemic. This supported wellbeing of both adults and pupils.
- Parents/carers received regular emails home, updating them about and engaging them in school activities.
- Parents/carers and pupils were supported to access online learning and almost all pupils logged on daily to complete work set. Teachers provided daily interaction with pupils and feedback on all work completed via online platform.