

Pupil premium strategy statement – Lockington CE VC Primary (2022-23)

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, 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) 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	38
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Kevin Beaumont
Pupil premium lead	Julie Cattle
Governor / Trustee lead	Kate Girking

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,850
Recovery premium funding allocation this academic year	£290
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>	£4,140

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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 to make good progress and achieve high attainment across all subject areas. We have high aspirations and ambitions for all pupils and we believe that all learners should be able to reach their full potential. We believe that reaching potential is about developing the knowledge, skills and values required to succeed. 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. Pupils in receipt of the Pupil Premium face specific barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers.

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.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring and assessments show gaps for some specific PP pupils in subjects including phonics, writing, reading and mathematics.
2	Missed / forgotten learning due to school closures could still affect progress rates towards end of key stage expectations / attainment and generally across the school.
3	Some children have additional emotional & wellbeing needs.

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 attainment in reading, phonics, writing and mathematics in KS1 and KS2. 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.
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.
Consistent teaching of phonics and reading across the school.	Reading for understanding and comprehension progress can be evidenced. All pupils pass phonics screening by end of KS1.
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: £ 1,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DfE validated systematic synthetic phonics programme to secure strong phonics teaching for all pupils (including training). Purchase of reading scheme books.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly in disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
CPD for teaching staff to enhance effectiveness.	Using PP to improve teaching quality benefits all students and had a particularly positive effect on pupils eligible for PP: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback This includes support for wellbeing.	1,2,3
Purchase of standardised diagnostic assessments. Support of SEND consultant.	Standardised tests provide reliable insights into specific strengths and weaknesses of pupils to support assessment for learning: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1, 2

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

Budgeted cost: £ 1,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with targeted children on interventions targeting reading, spelling and mathematics.	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

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

Budgeted cost: £ 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits/visitor experiences and extra-curricular activities for PP pupils. PP pupils' visits costs are covered.	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.	1,2,3

Total budgeted cost: £4,140

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils have been assessed using standardised tests and teacher assessment. These show:

Name	Yr	SEN	Area of need	KS1 out-comes	Dec 2021	April 2022	July 2022
*	2	Yes	Individual Education Plan		2 Beg 1 dev 1 dev	2 beg+ 1 dev+ 2 beg+	2 dev 1 sec 2 beg+
*(forces)	2	No	No additional needs.		2 beg+ 2 beg+ 3 beg+	2 dev+ 2 dev+ 2 dev+	2 sec 2 sec 2 sec
*(LAC)	3	Yes	Social and Emotional Maths, writing, comprehension.	EXP EXP WTS	3beg 3beg 3beg	3 beg+ 3 dev 3 beg	3dev 3 sec 3 dev
*(forces)	5	No	Maths Additional support in class and interventions.	EXP EXP WTS	5Beg+ 5beg+ 5Beg	5 dev 5 dev+ 5 beg+	5 sec 5 sec 5 dev

R (reading), W (writing), M (maths)

In addition, pupils show increased resilience and feel supported to achieve their goals. They have access to strategies they can use independently to improve outcomes, as well as targeted support by adults.

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

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***

Service Premium is included within pupil premium provision due to the small amounts involved.

The impact of that spending on service pupil premium eligible pupils

This can be seen in the outcomes for disadvantaged pupils and shows that these pupils are on track to achieve secure outcomes the majority of areas, with areas for additional support noted and acted upon.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Pupils receive targeted support in class through quality first teaching. Pupil premium pupils receive additional support as required, for example, in relation to behaviour for learning or specific educational needs, and individual education plans are in place for specific pupils. All pupils are included in all visits and events, and a positive, inclusive approach to celebrating achievement means that all pupils know their work and achievements are recognised and are valued. The nature of the school, with its small classes and mixed-age year groups, means that pupils are well known to adults and so they can thrive in this nurturing environment.