

Pupil premium strategy statement – Lockington CE VC 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	39
Proportion (%) of pupil premium eligible pupils	7.8
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)	2021-2 to 2023-4
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Graham Parr
Pupil premium lead	Julie Cattle
Governor lead	Kate Girking

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 6,290
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 80
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£ 6,370

Part A: Pupil premium strategy plan

Statement of intent

Our vision, “Let your light shine before others that they may see your good works, and glorify your Father which is in heaven.” (Matthew 5:16) is reflected in the way 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 supported to achieve their full potential, 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. 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 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 2023 to 2024 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 for 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 and appropriate provision is made for pupils in 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 required.

In addition to this, we aim to provide pupils 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 & assessments show gaps for some specific pupil premium pupils in subjects including reading, writing and mathematics.
2	Some children have additional emotional, behaviour and wellbeing needs.
3	Gaps in learning due to school closures could still affect progress rates.

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 raised awareness of everyone's mental health.
Consistent teaching of phonics and reading across the school.	Phonics, reading for understanding and comprehension progress can be evidenced.
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. Pupils show greater understanding of world around them.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. This includes support for wellbeing. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1,2,3
Purchase of standardised assessments. Funding for 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, 3

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions with specific children targeting reading, writing 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, 3

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £ 290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits/visitor experiences and extra-curricular activities for PP pupils.	PP pupils often lack access to many activities which promote cultural capital. Financial support provides for PP pupils to take part in enhancement activities.	1, 2

Emotional Literacy Support Assistant	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
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Total budgeted cost: £ 6,290

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes have been evaluated using standardised tests and teacher assessment:

Pupil Premium 2022-2023 (four pupils):

Reading: 75% working at the expected standard, 25% working towards the expected standard

Writing: 25% working at greater depth, 50% at the expected standard, 25% working towards the expected standard.

Mathematics: 25% working at the expected standard, 75% working towards the expected standard.

Good progress against prior attainment has been achieved, including improved scaled scores and the achievement of greater depth in Local Authority moderated Year 6 writing outcomes.

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

Service Premium is included within the pupil premium provision due to the small amount of pupils involved. 50% of our pupil premium pupils qualified for service premium funding.

The impact of that spending on service pupil premium eligible pupils

Pupils benefited from extra tuition and are working at the expected standard in most areas. One pupil achieved greater depth in writing. This represented good or better progress overall.

Further information (optional)

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. In addition to the pupil premium, we support our children with access to a range of online programmes such as Lexia, IXL, White Rose Maths and Purple Mash, which are all having a good impact on progress.

