

Pupil premium strategy statement – Lockington CE VC Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	8.2
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)	2024-5 to 2026-7
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Graham Parr
Pupil premium lead	Julie Cattle
Governor / Trustee lead	Kate Girking

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£6,450

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 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 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;
- 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	Some pupils have additional social, emotional, behavioural and wellbeing needs.
2	Some pupils have specific difficulties with reading, writing and mathematics.
3	Some pupils have special educational 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
Increase well-being and emotional support for all pupils, including those eligible for PP.	Develop a whole school wellbeing strategy which includes provision for support for individual needs. Staff training to support.
Staff are able to effectively support the specific difficulties pupils face in areas of the core curriculum using 'ordinarily available provision'.	Pupils achieve their full potential and attainment is increased in R, W, M. National averages and local averages are exceeded.
Targeted support for special educational needs.	Pupils' attainment improves against scaled scores and pupils feel well-supported and successful.

Activity in this academic year

This details how we intend to spend our pupil 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
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CPD for teaching staff to enhance effectiveness	Using PP to improve teaching quality benefits all students and has a particularly positive effect on pupils eligible for pupil premium. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3
Purchase of standardised assessments and 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, 2,3

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to target specific needs for identified pupils in reading, writing and mathematics.	Intensive tuition in small groups/one-to-one to support low attainers or those falling behind and to teach more challenging knowledge and skills.	2,3

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

Budgeted cost: £1450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Training and Boxall Profile Wellbeing Policy & action plan	EEF https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing	1
Subsidise visitor experiences/visits.	Activities to develop cultural capital and take part in enhancement activities.	1,2,3

Total budgeted cost: £6,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes have been evaluated using standardised tests and teacher assessment.

Pupil Premium 2023-4 (FIVE PUPILS)

Reading: 20% WTS, 60% EXP, 20% GDS

Writing: 20% WTS, 80% EXP

Mathematics: 20% WTS, 60% EXP, 20% GDS

Good progress against prior attainment. Improved wellbeing and reduction in the number of incidents reported.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Lexia Core 5	Lexia Learning Systems
NFER Tests	NFER
Power of Two	123 Learning

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

Extra tuition in core subjects for small groups.

The impact of that spending on service pupil premium eligible pupils

Pupils benefitted from extra tuition and are working at the expected standard in all areas. This represents 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 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 is recognised and valued. The nature of the school, with its small classes and mixed-age classes means pupils are well known by adults and so can thrive in this nurturing environment. In addition to 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 having a good impact on progress and learning.

