

# 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	135
Proportion (%) of pupil premium eligible pupils	17.0% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£34,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£34,845</b>

## 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 any attainment gaps to non-disadvantaged pupils are closed	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: £8540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality professional development on the use of feedback to enhance pupil progress.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1,3
Close monitoring and assessment of disadvantaged groups.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,3,4
Consolidate and continue to improve the formative assessment strategies used during lessons. Continue to provide CPD and new IT hardware and resources to support teacher's assessment practice.	<a href="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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=quiz">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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=quiz</a>	1,3,4
Introduction of Dreambook Reading Plus Adaptive Reading Programme to targeted groups.	<a href="https://www-media.discoveryeducation.com/wp-content/uploads/2025/01/DreamBox-Reading-Plus-Efficacy-Study-2023.pdf?_gl=1*rq9s1h*_gcl_au*MTU5MTQ3MTY5NC4xNzY0NTkxNTMw*_ga*NDM2Mzg5MTA2LjE3NiQ1OTE1MzE.*_ga_QGF5X0KQV5*czE3NiQ3NTk0ODMkbzlkZzEkdDE3NiQ3NTk0ODckajU2JGwwJGgw">https://www-media.discoveryeducation.com/wp-content/uploads/2025/01/DreamBox-Reading-Plus-Efficacy-Study-2023.pdf?_gl=1*rq9s1h*_gcl_au*MTU5MTQ3MTY5NC4xNzY0NTkxNTMw*_ga*NDM2Mzg5MTA2LjE3NiQ1OTE1MzE.*_ga_QGF5X0KQV5*czE3NiQ3NTk0ODMkbzlkZzEkdDE3NiQ3NTk0ODckajU2JGwwJGgw</a>	
Improve access to IT hardware to improve teaching and learning, modelling and pupil practice.	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1733242643">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1733242643</a>	1,2,3,4,5,6
Introduce online assessment for reading and maths, initially on a trial basis, rolling out across school if successful.	<a href="https://www.nfer.ac.uk/assessment-hub/how-can-diagnostic-guidance-inform-ongoing-teaching/">https://www.nfer.ac.uk/assessment-hub/how-can-diagnostic-guidance-inform-ongoing-teaching/</a> <a href="https://www.nfer.ac.uk/assessment-hub/what-are-the-benefits-of-computer-based-assessment/">https://www.nfer.ac.uk/assessment-hub/what-are-the-benefits-of-computer-based-assessment/</a> <a href="https://www.pearson.com/en-gb/schools/insights-and-events/schools-blog/2023/05/the-role-and-value-of-primary-assessment.html">https://www.pearson.com/en-gb/schools/insights-and-events/schools-blog/2023/05/the-role-and-value-of-primary-assessment.html</a>	1,3,4,5

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

Budgeted cost: £20,565

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

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

Budgeted cost: £5740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of free wraparound care for vulnerable families and children with social workers	<a href="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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast">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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast</a> <a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a>	2,3
Close monitoring of the attendance of disadvantaged children and provision of support to families.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	1,2,3,4
Subsidy of all curricular and extra-curricular visits, visitors to school and residential experiences.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=enrichment</a> <a href="https://www.schooltravelforum.com/media/1330/the_benefits_of_outdoor_learning.pdf">https://www.schooltravelforum.com/media/1330/the_benefits_of_outdoor_learning.pdf</a>	5,6
Access to range of professional support services including psychological service, learning support and counselling.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a>	1,2,3,4

**Total budgeted cost: £34,845**

## 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
<b>EYFS – Good Level of Development</b>	0%	73%	2
<b>Notes:</b> Over the past three years 25% of disadvantaged pupils achieved a good level of development (1 out of 4 pupils).			
<b>Year 1 Phonics Screening Check</b>	100%	84%	3
<b>Notes:</b> Over the past three years, 89% of disadvantaged pupils have achieved the expected standard			
<b>Year 4 Multiplication Tables Check – Average Score</b>	24.0	21.7	2
<b>Notes:</b> Over the past three years, the average score of disadvantaged pupils was 21.4 compared to 21.1 for non-disadvantaged pupils nationally.			
<b>Year 4 Multiplication Tables Check – Full Marks (25/25)</b>	50%	41%	2
<b>Notes:</b> Over the past three years, the percentage of disadvantaged pupils achieving full marks was 41.7% compared to 37% for non-disadvantaged pupils nationally.			
<b>KS2 Grammar, Punctuation &amp; Spelling Test - Expected Standard</b>	80%	79%	5
<b>KS2 Grammar, Punctuation &amp; Spelling Test - High Score</b>	40%	35%	5
<b>Notes:</b> Over the past three years, the percentage of disadvantaged pupils achieving the expected standard in Grammar, Punctuation and Spelling is 79% 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 29% compared with 36% of non-disadvantaged pupils nationally.			
<b>KS2 Reading Test - Expected Standard</b>	80%	81%	5
<b>KS2 Reading Test - High Score</b>	20%	39%	5
<b>Notes:</b> Over the past three years, the percentage of disadvantaged pupils achieving the expected standard in Reading is 71% 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 21% compared with 35% of non-disadvantaged pupils nationally.			
<b>KS2 Maths Test - Expected Standard</b>	60%	80%	5
<b>KS2 Maths Test - High Score</b>	2%	32%	5
<b>Notes:</b> Over the past three years, the percentage of disadvantaged pupils achieving the expected standard in Maths is 79% 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 29% compared with 30% of non-disadvantaged pupils nationally.			
<b>KS2 Writing Assessment - Expected Standard</b>	60%	78%	5
<b>KS2 Writing Assessment - High Score</b>	20%	16%	5
<b>Notes:</b> Over the past three years, the percentage of disadvantaged pupils achieving the expected standard in Writing is 71% compared with 78% of non-disadvantaged pupils nationally. Over the past three years, the percentage of disadvantaged pupils achieving the higher standard in Writing is 7% compared with 16% of non-disadvantaged pupils nationally.			
<b>KS2 Reading, Writing, Maths Combined - Expected Standard</b>	60%	69%	5
<b>KS2 Reading, Writing, Maths Combined - High Score</b>	20%	11%	5
<b>Notes:</b> Over the past three years, the percentage of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths combined is 64% compared with 67% 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 7% compared with 10% of non-disadvantaged pupils nationally.			