



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
School name	Lockerley CofE Primary School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	25% (18 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	November '23 / '24 / '25
Date on which it will be reviewed	April 2026
Statement authorised by	Katy Kwiatek
Pupil premium lead	Alexandra Clark
Governor / Trustee lead	Christina Randles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,190



Part A: Pupil premium strategy plan

Statement of intent

At Lockerley Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. As a Christian school community, we are characterised by a drive for all children to achieve personal success through a diverse enriched curriculum, whilst showing a commitment to a healthy wellbeing for all. We are committed to ensuring equality of education and opportunity for all pupils across all subjects in our broad and balanced curriculum. This is reflected in our school values of love, courage and respect. This is also driven by the aspiration that all children will flourish into individuals who will aspire to achieve their best so they can make a contribution to the wellbeing of others, have determination to see things through despite facing challenges and show respect for themselves and the community with a desire to play a part in making the world a better place. Everything we do is in a relentless ambition for our children to achieve personal success, develop a commitment to lifelong learning and have the potential to shape and direct their own futures. We work hard to foster a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

When making decisions about using Pupil Premium funding it is important to consider the context of the school, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At Lockerley, all school staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. The school seeks to raise achievement, both academic and social, and remove barriers to learning to ensure that all children at Lockerley can meet their full potential.



Challenges

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

Challenge	Detail of challenge
1	Discussions with children, parent's evening conversations and behavioural communication highlight a lack of self-belief and independence. Children have limited ways of expressing emotions which impacts on their learning.
2	Assessments, day to day production of work and feedback to pupils highlights spelling as a significant challenge to all pupils but particularly to our pupil premium pupils.
3	Times tables knowledge, recall and derivation of facts from their times tables is a weak area for PP children with our younger children not having solid counting skills to enable them to be well prepared to see patterns and links when approaching times tables and our older children not engaging with TTRS or other times tables practice at home.
4	Social, Emotional and Mental Health (SEMH) needs as a result of experiences at home, combined with lack of opportunities to engage with activities that increase their "cultural capital"

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
To achieve and sustain improved self-confidence and independence for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by: improved Boxall Profile Scores on children's approaches to themselves and their perception of themselves as a learner.</p> <p>Children talk positively about what they are able to do and what they are working towards and value what others bring to their group working and how they will contribute.</p>



<p>Improved spelling scores and working on age appropriate spelling lists from NC</p>	<p>Significant improvement from baseline assessment, with aim for 100% non-SEND PP children achieving age related spellings</p> <p>80% of PP children in Year 1 pass phonics screening, and in Year 2 pass retakes. 64% (7/11) of Y1 passed phonics screening All 4 Y2s who resat phonics screening passed 50% (2/4 who sat the assessment) of Y1 passed phonics screening 67% (2/3) of Y2s who resat phonics screening passed</p>
<p>Improved times tables recall and understanding for disadvantaged pupils</p>	<p>KS2 maths outcomes on the arithmetic paper in 2024/25 show that PP children are meeting the required standard in line with their peers.</p> <p>In MTC in July each year show non-SEND PP children are able to hit the national standard 2 non-SEND PP children in Y4 – one scored 23/25 and one scored 24/25 5 non-SEND PP children in Y4 – all scored over 12. One scored 22/25 and one scored 24/25</p>
<p>All PP children continue to be offered access to additional support/opportunities to feel included in our school community along with all other children and are not discriminated against for lack of financial means</p>	<p>All PP children have access to after school club, which includes 1:1 reading, maths support and social skills</p> <p>Y6 children feel confident in their transition to Secondary School</p> <p>Children feel confident in their transition to Lockerley</p> <p>All PP report that they feel part of the school community</p> <p>Identified PP children have gained transferable skills by learning a musical instrument</p> <p>All PP children have access to key items of school uniform to help them feel included</p> <p>All PP children have access to literary subscriptions</p>



	All PP children report that they are fully involved in school activities, both in school and on school visits
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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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of diagnostic tests	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	2,3
English and Maths core provision and subject leader time Continue on fortnightly timetable	Positive impact of liaison with other subject leaders, with ability to share examples of good practice with rest of staff	2,3
Selection and purchase of resources to TEACH times tables as well as practice it; TTRS, practical resources, counting sticks.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	3, 4
Hiring of Hampshire History Boxes	All children given the opportunity to experience real historical artefacts, including those who may not get the chance to visit museums out of school.	4
Funding for school trips	PP children have funded places on all educational school trips for their class – termly trips are linked to History, Geography and Art.	4



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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional books and resources to support phonics programme</p> <p>Purchase additional non-fiction books to supplement current resources</p> <p>Mini-books purchased to support phonics teaching (levels 2 – 6), liaison with our local English Hub to request funding for additional phonics resources</p>	<p>Additional levelled phonics books to support children engaging with phonics programme</p>	<p>2</p>
<p>Develop individual book budgets for disadvantaged children to allow them to build their own personal libraries of high quality texts in conjunction with a specialist children's book shop.</p> <p>Romsey Library and SLS</p> <p>SLS books available for disadvantaged pupils to borrow during each holiday</p>	<p>Vocabulary acquisition and its impact on outcomes for children is well documented and this being the underlying development strand for disadvantaged pupils</p>	<p>2, 4</p>
<p>Additional small group provision</p>	<p>Intervention time with a Learning Support Assistant providing pre-teach lessons for Maths, spelling interventions, handwriting support and 1:1 precision teaching as appropriate</p>	<p>2, 3</p>



<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in KS1 and KS2.</p> <p>Daily focused teaching of level 2, 3 and 5 sounds, plus afternoon 1:1 catch up sessions for those who didn't pass the phonics screening</p> <p>Continued daily teaching, including level 6 phonics</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	<p>2, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for school residential school visits for all KS2 children</p>	<p>PP children have funded places on all residential; one night for Year 3/4 and four nights for Year 5/6</p>	<p>1, 4</p>
<p>Funding for After School Club</p> <p>Reviewed termly – continue with this offer for Autumn Term</p> <p>Offer continued</p>	<p>PP children have either two full ASC session, or 5 x hourly sessions, funded per week. This will support them in sport activity, social skills, reading, and the option of a cooked meal if attending full session</p>	<p>1, 2, 3, 4</p>
<p>Inclusion in sports cluster events</p> <p>Cluster events now organised by Lockerley</p>	<p>Time for cluster sport activities to be arranged, with a focus on including PP children</p>	<p>1, 4</p>
<p>Transport to intra-school sport events</p>	<p>School staff provide transport for those children who otherwise may not be able to attend events</p>	<p>1, 4</p>



Additional transition visits for Year 6 PP children to visit Secondary Schools	Year 6 teacher is released from class to accompany PP children to an additional school visit tailored to their needs and interests	1, 4
Additional transition visits available for upcoming PP Year R pupils	Year R teacher is released from class to support visiting PP children in an additional welcome school visit tailored to their needs and interests. Opportunity to meet staff at new school.	1, 4
Provision of key items of school uniform	Each Pupil Premium child to receive a school jumper or cardigan each year. New PE bag provided in YR and Y3	4
Provision of peripatetic music lessons 33% of PP children in Y4/5/6 are learning an instrument 20% of PP children in Y4/5/6 are learning an instrument	All Key Stage 2 PP children who accepted the offer to have the opportunity to learn a musical instrument for at least a term	4
First News and Beano subscription First News to continue	All PP children are able to learn about current events and are able to use this knowledge within their learning	4

Total budgeted cost: £26,190