

Locks Heath Junior School

A sustainable and healthy community where children come first.

We **respect**

We **thrive**

We **belong**

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	September 2025 – July 2030
Date this statement was published	October 2025
Date on which it will be reviewed	June 2028
Statement authorised by	<i>Natasha Farrell</i> Headteacher
Pupil premium lead	Natasha Farrell, Headteacher
Governor / Trustee lead	Hellen Foster, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,655
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£75,655

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1 Maths	Assessments, observations, and discussions with pupils indicate that some children entitled to pupil premium have underdeveloped mathematical fluency and reasoning skills. This is evident from Year 3 through to Year 6.
2 Writing	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Specific challenges within writing relate to spelling, and vocabulary choice.
3 Cultural capital	Internal monitoring suggests that disadvantaged children have less cultural capital on which to draw and this impacts on their vocabulary acquisition, schema building, confidence and self-esteem.
4 Motivation and resilience	Emotional Literacy: Assessment and Intervention by GL Assessment questionnaires, observations and discussion with children and their families indicate that some children experience disadvantage have lower motivation and lack resilience.

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
Improved mathematical fluency and reasoning among disadvantaged pupils.	Assessments and observations indicate significantly improved fluency and reasoning among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. (Aggregated gap in attainment (Yr3,4,5 & 6) in 2025 is 21%, this will be reduced to >11% by July 2030)
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2030 show increasing percentages of disadvantaged pupils meeting the expected standard. (Aggregated gap in attainment (Yr3,4,5 & 6) in 2025 is 8%, this will be reduced to >4%

	by July 2030), in those children where there is no other cognitive reason. NFER Spelling results
Improved cultural capital among disadvantaged pupils.	By 2030, 98% of disadvantaged children will have: • attended a residential. • accessed a sports/musical or other club • attended at least one additional visit (supplementary to scheduled curriculum trips) or taken part in one additional workshop (supplementary to scheduled curriculum workshops)
Improved motivation and resilience among disadvantaged children	Identified focus children show an improved score of 5 on the Emotional Literacy: Assessment and Intervention by GL Assessment.

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: **£34,376**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English subject leads to ensure quality and consistency of maths and writing (& Spelling) curriculum planning.	<u>Mathematics guidance: key stages 1 and 2</u> The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u>	1, 2
On going CPD provided to teachers, LSAs and HLTAs to	<u>Improving Mathematics in Key Stages 2 and 3</u>	1,2

raise subject knowledge and pedagogical skills.		
Replenish math's resources to support CPA approach	<u>Improving Mathematics in Key Stages 2 and 3</u>	1
Release teachers to provide more robust and regular feedback to disadvantaged pupils on specific area of need.	The EEF guidance is based on a range of the best evidence: Feedback EEF	1,2,3
Improve the quality of social and emotional through JIGSAW. Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u>Improving Social and Emotional Learning in Primary Schools EEF</u>	4

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

Budgeted cost: **£20,438**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small booster group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: <u>Tutoring: guidance for education settings</u>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <u>One to one tuition Teaching and Learning Toolkit EEF</u> <u>Small group tuition Teaching and Learning Toolkit EEF</u>	1, 2,
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support..	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	2

	effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Teaching and Learning Toolkit EEF</u>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£21,538**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curious not Furious project alongside LHS to introduce a therapeutic empowerment approach to behaviour management, supported by the LA.	Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions Teaching and Learning Toolkit EEF</u>	4
Undertaking additional workshops and visits designed to increase cultural capital and vocabulary acquisition.	Guest Blog: Learning about culture EEF Arts participation EEF	3
ELSA Support, Hogwarts Lunchtime Provision, Roots and Shoots.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 86,352

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

56% of Children in receipt of free school meals achieved the expected standard in RWM compared with 47.5% of FSM children Nationally.

Reading data demonstrated that the gap between pupil premium children and all children has reduced year on year. We are proud of the fact that the percentage of pupil premium children achieving ARE in their Reading SAT test was only 1% lower than **all** children nationally.

The percentage of children in receipt of free school meals achieving ARE in writing increased by 8% but there was a reduction in the percentage of pupil premium children achieving ARE. FSM data in 25 for writing was 3% above National FSM data. Further analysis of the data, however shows that FSM children struggled with the spelling and sentence structure aspects of writing, and this will be a whole school focus in 2025-2026 and beyond. Staff training on this and adaptation to planning has already begun.

68.4% of pupil premium eligible children achieved ARE in Maths this was an increase of 15.1% on the previous year. 75% of children in receipt of FSM achieved the expected standard in Maths compared with 60.6% nationally.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that children benefited from experiences such as attending residential, participating in school production and taking part in the civic award. By the end of Year 6 the vast majority of pupil premium children were confident to make the transition to secondary school and the feedback we have received from secondary colleagues is that they have settled well.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.