



Lockwood Primary School Pupil Premium Statement

Pupil Premium Funding

The Pupil Premium Funding was first introduced into schools in April 2011 for children from low income families who were eligible for free school meals, looked after children and those from families with parents in the armed forces. At Lockwood we generated £ 41400 funding through the Pupil Premium for the Year 13/14.

From April 2012 the Pupil Premium funding also was extended to include children who had been eligible for free school meals at any point in the last six years.

At Lockwood Primary School we have used this additional funding in a variety of ways to maintain and enhance existing provision and increase the intervention and booster activities in English and Maths aimed to raise standards across the school. In addition we have used the money to support the pastoral side of the children's needs through our Learning Mentor and Counselling Service Time 4U.

The school has used the money allocated to the school budget to raise individual pupil achievement through the following

- Intervention, catch up and booster support in reading writing, spelling and grammar for identified groups of pupils in years 1, 2,3,4,5,& 6. This includes one to one and small group teaching for pupils at risk of underachievement.
- Nurture group legacy for targeted pupils who are vulnerable and have a wide range of Special and or additional needs.
- Time 4 U counselling services have provided support for those children with complex social and emotional needs.
- Funding has supported improved levels of adult: pupil ratios within classes. Through the deployment of teaching assistants across the school.
- Learning Mentor - who has supported pupils with family issues, social emotional behaviour issues?
- Zenith Leisure outdoor education for a targeted class.
- Enrichment activities – residential experiences e.g. London study group – residential visits, Forest school and outdoor educational activities.

Impact

Funding has enabled the school to increase intervention activity to support pupils at risk of underachievement in basics skills in literacy and numeracy. Pupils in support groups are making good progress and are accessing mainstream education more and more. Pupils experiencing significant social emotional issues have successfully accessed learning and as a result there have been no permanent exclusions or fixed term exclusions.

An upward trend and improvement in standards in literacy and numeracy in 2013 at Key Stage 2 illustrates the impact of funding used to support pupils at risk of underachievement. Children eligible for pupil premium funding generally attain below their peers and above all children nationally with similar characteristics. In writing, at key stage 2, they attained above their peers. SEN children attain above all children nationally with similar characteristics, at the end of key stage 1 and 2. The data for the end of key stage 2 indicates that the progress SEN children make in maths is outstanding.