Lockyer's Middle 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
School name	Lockyer's Middle School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	5.2% (23)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be next reviewed	December 2027
Statement authorised by	Miss A. Dufek Headteacher
Pupil premium lead	Miss B. Murphy Lead Practitioner
Governor / Trustee lead	Mrs S. Lynch Chair of LSC

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year **(April 2026 - March 2027)**	£75,640
Recovery premium funding allocation this academic year	£0.00
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	**£75,640**

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 targeted and strategic use of pupil premium funding at Lockyer's Middle School is focussed primarily on supporting those who are not attaining in line with expectations in Maths and English. 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.

We will also use pupil premium funding to support those who face challenges around attendance, behaviour and supporting them to raise their aspirational motivation.

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. Our approach will be responsive to both common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

As well as a rigorous focus upon quality first teaching, frequent tracking of students' attendance, behaviour and engagement will feed into strategies through which challenges can be addressed. Clear procedures allow us to continue to work in partnership with families and external partners in order to achieve the best outcomes for each of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	**Raise the profile of disadvantaged pupils across the school.**
2	**Foster relationships with pupils and parents to enhance attendance and behaviour.**
3	**Narrow the achievement gap between disadvantaged pupils and their peers at the end of KS2 in Mathematics and English.**
4	**Narrow the achievement gap between disadvantaged pupils and their peers at the end of KS3 in Mathematics and English.**
5	**Behaviour and attitudes to learning - ensuring PP pupils aspirations and motivation is equal to non-PP pupils.**

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.

Red = Not yet achieved

Amber = Ongoing/In progress

Green = Achieved

Intended outcome	Success criteria
Raise the profile of disadvantaged pupils across the school community. Challenge 1	• LMS Pupil Premium Prompt Sheet will ensure PP are prioritised with appropriate questioning and developmental feedback • Increased engagement in lessons observed through regular drop-ins • Developmental Dialogue to have a specific focus on this sub-group • Disadvantaged pupils will be prioritised in classroom seating plans to ensure they are easily accessible during the lesson. • Increase number of disadvantaged pupils taking part in extracurricular opportunities • Disadvantaged pupil voice opportunities will be prioritised
Foster stronger relationships with disadvantaged pupils and their families. Challenge 2	• 100% of PP families will have contact with tutors / teaching staff during Parents' Evenings. • Disadvantaged groups will be prioritised in terms of attendance interventions to improve attendance. • Coffee mornings for targeted groups (Year 5, 6, SEND etc) to develop relationships • Walk and Talk for a targeted group of students to help with self-esteem and relationships. • Pupil Wellbeing Lead meets vulnerable pupils and supports them through discussions, positive wellbeing strategies and external support • Positive phone calls/postcards to families to promote positive attitudes and learning in school.
Evaluate intervention impact internally and externally. Challenge 1, 2, 3, 4, 5	• Weekly attendance reports for PP students discussed with HOY • Half-termly behaviour analysis of PP students linked to sanctions. • Comparison between PP and non PP for rewards

Improve English and maths outcomes for disadvantaged pupils at the end of Key stage 2. Challenge 3	• Termly gap analysis in both English and Maths for PP students will support teachers to target appropriate areas to improve achievement. • Bottom 10% reading sheet shared with all staff to target students needing to be heard read. OFFER FOR LOWEST 20% READERS WILL BE DEVELOPED 25/26 WITH A FOCUS ON PP • Additional focus on phonics teaching for PKS/PP children • Parent helpers to support listening to PP students read • Bespoke LMS After-School Intervention for disadvantaged pupils in English and maths • Disadvantaged pupils will achieve reading progress in line with their peers with the aim to ensure that all disadvantaged pupils read at or above their chronological age. • Additional teaching hour for all Year 6 English and Mathematics teachers throughout the academic year 2024-25
Improve English and maths outcomes for disadvantaged pupils at the end of Key stage 3. Challenge 4	• Termly gap analysis in both English and Maths for PP students will support teachers to target appropriate areas to improve achievement. • Bottom 10% reading sheet to target students needing to be heard read Bottom 10% reading sheet shared with all staff to target students needing to be heard read. OFFER FOR LOWEST 20% READERS WILL BE DEVELOPED 25/26 WITH A FOCUS ON PP • Additional weekly focus on phonics teaching for PKS/PP children • Bespoke LMS Intervention for disadvantaged pupils in Yr 7 English (those who did not achieve at the end of KS 2) • Disadvantaged pupils will achieve reading progress in line with their peers with the aim to ensure that all disadvantaged pupils read at or above their chronological age. • Additional additional morning intervention for SPaG for Y6
Prioritise disadvantaged pupils across all subjects to boost attainment and aspirations. Challenge 3,4	• Foundation data analysis which has a focus on PP vs non PP. Subject leaders reflect/act upon this half-termly. • LMS Pupil Premium Prompt Sheet will ensure PP are prioritised with appropriate questioning and developmental feedback • Disadvantaged pupils will be prioritised in classroom seating plan • Disadvantaged pupil voice opportunities will be embedded into the QA process. • Take Year 8 PP students to QE career fair to help promote aspirations in careers.
Evaluate behaviour and attitudes to learning internally and externally. Challenge 5	• Regular tracking and monitoring of disadvantaged attendance data (FFT and internally) • Extrinsic rewards to encourage positive behaviour and attitudes to learning. • Increased engagement in lessons observed through regular drop-ins • Disadvantaged pupil voice opportunities will be prioritised

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To engage in planned CPD using the Walkthrus programme	The use of video, such as Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff to review their own and reflect on others' actions in the classroom. New EEF rapid evidence assessment on remote professional development	2, 3, 4, 5
Raise the profile of PP pupils across the school through targeted teaching and learning CPD focusing on meaningful learning.	As outlined in the EEF, it is important to implement educational research and system change in order to best support students. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/EEF-Implementation-in-education-review-protocol.pdf Ausubel's theory has fed into Sarah Cottinghatt's powerful research which we will use as a base for teaching staff CPD. Meaningful learning will help students develop vast bodies of knowledge. http://www.overpractised.com	1, 3, 4, 5
To maintain and develop an approach to daily whole school class reading	EEF Blog: Reading aloud with your class – what does the research say? Research shows that the act of reading aloud to the class from a challenging text may support the development of the student's spoken language comprehension and therefore contribute to their reading comprehension skills.	3, 4
To introduce a programme of developmental dialogue and personalised feedback throughout the academic year	Sam Sims Quantitative Education Research identify that through Instructional Coaching, an expert teacher is working alongside a colleague in an individualised, observation-feedback-practice cycle which hugely impacts teaching and therefore learning in a positive way. Four reasons instructional coaching is currently the best-evidenced form of CPD	3, 4

To maintain the use of Accelerated Reader as a whole school strategy to improve reading CHANGED TO BLACK BELT READER AS OF SEPTEMBER 2026	Decades of reading research has identified the best practices that transform “regular reading” into high-quality reading practice that sends growth soaring. https://www.renaissance.com/products/accelerated-reader/evidence/ By continuing to use Accelerated Reader within school, not only does it support the “regular reading” positives, but it also allows staff to identify those with comprehension or retention concerns, enabling staff to target their teaching appropriately.	3, 4
To maintain the use of SPARX Maths and SPARX Reader as online platforms	Evidence suggests that technology should be used to supplement e.g. for homework. A study showed that providing video examples of effective practice can directly benefit children’s learning. Each question in Sparx Maths has a short video tutorial to help students who are stuck https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology#nav-how-effective-is-the-approach	4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain an additional teaching hour for all Year 6 English and Mathematics teachers throughout the academic year 2024-2025	A Key Finding from the EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition is that Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	3
Introduce weekly intervention for Year 7 and 8 maths to support achieving ARE.	As researched by the EEF, it is important to use structured interventions to provide additional support in maths which is appropriate to the needs of the group.. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	4
To introduce more able mathematics weekly intervention for Year 8		4

To provide an additional Non-contact for each Heads of Year for the full academic year - QFT and engagement focus.	The best available evidence indicates that great teaching is the most important lever schools have to improve student attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all students, particularly the most disadvantaged among them. By providing Heads of Year with time to develop and support QFT within their team will support our PP students. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2, 3, 4
To raise the Maths/English attainment of the PP children in year 5,6 and 7 through 1:3 teaching for 15 weeks. STOPPED FOR 2026 - other interventions in its place	As evidenced by the EEF, small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3
To embed daily deliberate practice, Knowledge Organisers and use of online platforms for homework	Some evidence suggests that homework has a high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Developing automaticity reduces cognitive load and allows further learning to take place. Learning And Memory In The Classroom: What Teachers Should Know (Especially After The Summer)	2, 3, 4, 5
To continue using Direct Instruction in 2024-2025 as a targeted intervention in KS2	Frontiers in Psychology research has identified that Strategy-focused direct instruction is one of the most effective approaches to improve writing skills. https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01054/full This research particularly focuses on Upper Primary school children and the positive impact on them.	3

Year 5 intervention session	The EEF identifies that structured interventions provide additional support and that selection should be guided by pupil assessment. These interventions should start early, be evidence bases and carefully planned. Having the Head of Maths lead a weekly intervention session with Year 5 students takes this research into account and helps reduce gaps in knowledge. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3

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

Budgeted cost: £24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain Breakfast Club provision to start each day of the week.	School breakfasts are more nutritious for some pupils and attending the club effectively prepares pupils for learning. Evidence shows that breakfast club schools often see an improvement in pupil behaviour and attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1, 2
To support the purchase of school uniform and resources required for lessons (e.g. ingredients) for vulnerable pupils.	Providing PP students with essentials such as uniform and ingredients for cooking, supports them coming to school with a positive mind and knowledge that they will be able to access the day in the same way as everyone else.	1, 2
To support PP pupils' attendance on Residential visits in Summer 2024/2025	Outdoor Adventure Learning provides opportunities for PP students to participate in activities that they otherwise might not be able to access. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Through participation in these challenging physical and emotional activities, students develop non-cognitive skills such as resilience, self-confidence and motivation which can be brought back into the classroom.	1, 5

Embrace opportunities to further develop extra-curricular and enrichment activities for PP students - e.g. performances, careers fair, sports matches etc.	As confirmed in the Education Policy Institute, enrichment, through sports, arts, music or hobbies clubs, is beneficial for children and young people, improving their confidence, social skills, self-esteem, and provides them with new skills and abilities. Enrichment for all: what does the evidence tell us about access, impact and opportunities for improvement? - Education Policy Institute	1, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Increase capacity for supporting pupil wellbeing, engagement, safeguarding and attendance.	Dfe Link between health, wellbeing and attainment The link between pupil health and wellbeing and attainment Evidence suggests that education and health are lonely linked. By promoting the health and wellbeing of our pupils wwe have the potential to improve both their educational outcomes and their health and wellbeing outcomes.	2, 3, 4, 5
To fund peripatetic music lessons with a qualified teacher in school. To fund other rewards on Class Charts which students can buy using merits gained for achievement, behaviour and attendance.	Use of rewards Rewarding students: should we? If so, how? Pupils respond to incentives and rewards but, research shows that In education, rewards for inputs (like attending school or good behaviour) lead to better results than rewards for outputs. Age appropriate incentives can really support children and also provide PP students with experiences they have never had	1, 2, 5
Yoga classes with qualified teacher in school	Social and emotional learning is critical. Students who are most in need of calming strategies and emotional support will be given an opportunity to use Yoga as a supportive technique. https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support	2, 5

Total budgeted cost: £81,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcome for disadvantages pupil 2024-25

KS2

- RWM outcomes for disadvantaged pupils has **increased by 12%** from 2023.24 to 2024/2025
- The national distribution banding for our KS2 pupils has improved from below average to **close to** average showing an overall improvement of the RWM outcomes of disadvantaged pupils by the end of KS2
- Over the last two years, outcomes for disadvantaged students compared to non disadvantaged pupils for RWM shows a **gap trend of 'narrowing'**

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	48	31%	46%	Below (sig-)	68%	-36	Not applicable	Not applicable
2025	17	41%	47%	Close to average (non-sig)	69%	-28	Narrowing	-
2024	14	29%	46%	Below (non-sig)	67%	-39	Narrowing	-
2023	17	24%	44%	Below (non-sig)	66%	-43	Not available	-

KS3

- By the end of Y8, disadvantaged children achieving ARE+ for English **has increased by 35%** from 23/24 - 24/25
- By the end of Y8, disadvantaged pupils achieving ARE+ for Maths **has increased by 17%** from 23/24 - 24/25

PP	2023/24 Y8	2024/25 Y8
	% ARE+	% ARE+
English	47%	82%
Maths	65%	82%

Outcome for disadvantages pupil 2025-26

KS2

- RWM outcomes for disadvantaged pupils has **increased by another 12%** from 2024/2025 to 50%

- The national distribution banding for our KS2 pupils has improved from below average to **close to** average to inline/exceeding national average (TBC) showing an overall improvement of the RWM outcomes of disadvantaged pupils by the end of KS2
- Over the last two years, outcomes for disadvantaged students compared to non disadvantaged pupils for RWM shows a **gap trend of 'narrowing'** and is now in line.

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	46	41%	47%	Close to average (non-sig)	69%	-28	Not applicable	56%	Below (non-sig)	Not applicable
2026	15	53%	49%	Close to average (non-sig)	70%	-17	No meaningful change	58%		-
2025	17	41%	47%	Close to average (non-sig)	69%	-28	No meaningful change	48%		-
2024	14	29%	46%	Below (non-sig)	67%	-39	Not available	-	-	-

KS3

- KS3 data has stayed inline with last year's increase

Externally provided programmes

Programme	Provider
School trips - up to 50% reduction	School
Yoga - mental health provision	School and Ali Morton Yoga
Absolute Music - peripatetic provision	School and Absolute Music
Work with the local church - Tasty Tuesday and other community projects	St Nic's Church

Service pupil premium funding (optional)

In 2024 - 2025 there were 5 = £1,600

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1. Pastoral Support Teacher attended CPD for supporting Service Children and ensured she checked in with these students whilst a parent was away. 2. The attendance of this group was tracked carefully throughout the academic year and support given if necessary.
What was the impact of that spending on service pupil premium eligible pupils?	1. This training supported the conversations had with key service children and allowed them to

	have a trusted adult to work with in order to best support attendance and wellbeing.

Further information (optional)
