



Pupil Premium Strategy Statement – Lionwood Infant and Nursery School



Summary information						
School	Lionwood Infant and Nursery School					
Year	2017- 2018	Total PP budget £107, 557		Date of most recent PP Review		
Total number of pupils	288 (including Nursery)	Number of pupils eligible for PP	57 (Oct 2017)	Date for next internal review of this strategy		

1. Current attainment at October 2017

	Pupils eligible for PP (LIANS)			Pupils not eligible for PP (LIANS)		
	Reception 16 pupils	Y1 23 pupils	Y2 18 pupils	Reception 59 pupils	Y1 64 pupils	Y2 62 pupils
% achieving expected standard in EXXBA Baseline		-	-		-	-
% on track to reach a Good Level of Development		-	-		-	-
% achieving expected standard in reading, writing and maths	-	35%	17%	-	50%	26%
% on track to reach the expected standard at the end of the year in reading	-	39%	28%	-	63%	39%
% on track to reach the expected standard at the end of the year in writing	-	43%	17%	-	64%	31%
% on track to reach the expected standard at the end of the year in maths	-	57%	33%	-	66%	34%

2. Barriers to future attainment

In-school barriers

A.	Children enter with low starting points
B.	Low PSED and low Speech, Language and Communication on entry
C.	A large number of children come from a background with a narrow vocabulary which impacts on reading and writing
D.	Below average decoding skills lead to slow progress across the curriculum.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance for pupil premium children is 95.08%
F.	Variation between families in ability to support children to achieve at the expected standard across the curriculum. This leads to a gap between the achievement of PP and non-pp

	children	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupils make rapid and accelerated progress</p> <p>All lessons are demonstrably part of a sequence of lessons which is designed to secure accelerated progress.</p> <p>In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school.</p>	<p>All observed lessons judged to be 'good' or 'outstanding'.</p> <p>All books demonstrate that all children make at least one year's progress during the year.</p> <p>Data reflects an improvement in PP children achieving expected and exceeding</p>
B.	All EYFS pupils have been screened for SCLD and appropriate programmes have been put in place including social use of language	The percentage of PP children achieving the expected standard of Communication and Language at the end of Foundation stage improves
C.	<p>In all classrooms, the standard of assessment for learning and intervention and support systems is consistently good enough to ensure accelerated progress across the school.</p> <p>VIV is occurring in every classroom</p> <p>Quality guided reading sessions occur and exciting writing occur in every classroom and focus on development of a wide vocabulary</p>	<p>Improved standards in Reading and Writing</p> <p>The gap is diminished for PP and non-PP children</p> <p>All books demonstrate that all children are making progress in all areas of the curriculum</p> <p>80% of Year 2 pupils achieve the expected standard in reading</p>
D.	All children in the school can decode fluently or are in receipt of intensive, targeted reading support.	<p>Every child has a reading age in accordance with the expected standard for their year or is in receipt of intensive, targeted reading support.</p> <p>82% of hcildrne in Year 1 pass the phonics check</p>
E.	Attendance for pupil premium is improved so it's in line with non-pupil premium children.	Attendance for pupil premium children is 96%
F.	<p>Families have the information necessary to support children throughout EYFS and KS1. School provides all children with a wide range of experiences.</p> <p>FSP records demonstrate an improvement in areas of concern including attendance, health and attainment</p>	<p>All parents are confident they can support children throughout EYFS and KS1. Children at Lionwood Infant and Nursery School are increasingly able to make links to their reading and maths skills.</p> <p>FSP's and pastoral support are given to pupils and families in order to deal with causes of poor attainment including attendance, CP concerns and health.</p>

4. Planned expenditure					
Academic year	From September 2017				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality first teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C: In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school</p> <p>All lessons observed to be good or better</p>	On-going staff training including quality first teaching and curriculum development	<p>EEF Research 'Meta Cognition and Self Regulation' +8 months</p> <p>At LIANS, a large number of children come from a background with a narrow vocabulary which impacts on reading and writing.</p> <p>The school has a rigorous approach to finding gaps and misconceptions which leads to accelerated progress across KS1. Regular training ensures that this standard is maintained by current staff and adopted by new staff and NQT's.</p>	<p>Scrutiny of HT and Head of School through Performance Management</p> <p>Policies including: teaching and learning, assessment, curriculum and appraisal</p> <p>Lesson observations</p>	<p>Maria Cornish</p> <p>Sam Thorpe</p>	Termly

<p>A-D: Pupils make rapid and accelerated progress</p> <p>Teachers are acutely aware of the next steps for all pupils as well as building strong relationships with all members of the class. This helps to ensure accelerated progress from all starting points.</p>	<p>Additional teacher in Key stage 1</p>	<p>EEF Research 'Feedback' +8 months 'Reducing Class Size' +3 months</p> <p>Pupil Asset and Raise Online demonstrate accelerated progress for children in the 2016-17 cohort who had additional teacher support.</p> <p>Accelerated progress is needed to diminish the difference between disadvantaged pupils and other pupils and raise attainment and achievement</p> <p>Teachers need to be well trained in assessment for learning techniques in order to maximise the impact of having less children in class.</p>	<p>Scrutiny of HT and Head of School through Performance Management</p> <p>Policies including: teaching and learning, assessment, curriculum and appraisal</p> <p>Lesson observations</p> <p>Year Group Leaders to organise observations which focus on assessment for learning and consistency in the quality of teaching for all pupils across their year group</p>	<p>Hannah Kingsley</p> <p>Sam Thorpe</p>	<p>Annually</p>
<p>A-D: In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school</p> <p>TAs running interventions which respond to misconceptions and gaps arising from class. This helps to ensure accelerated progress from all starting points.</p>	<p>Additional TAs x2</p>	<p>EEF Research 'Feedback' +8 months 'Behaviour Intervention' +4 months 'Teaching Assistants' +1 month</p> <p>At LIANS, support to access curriculum for small number of disadvantaged pupils shows that they make accelerated progress</p> <p>Accelerated progress is necessary for those targeted children who come from low starting points in order to close the gap between disadvantaged pupils and other pupils and raise attainment and achievement</p>	<p>Scrutiny of HT and Head of School through Performance Management</p> <p>Lesson observations and Learning Walks</p>	<p>Hannah Kingsley</p> <p>Sam Thorpe</p>	<p>Annually</p>
Total budgeted cost					£62,245

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D: All children in the school can decode fluently or are in receipt of intensive, targeted reading support.</p> <p>Year 1 phonics outcomes continue to improve and come in line with national average</p> <p>Gaps between PP children and others are narrowed</p>	<p>Phonics support including Rapid Reading and Phonics as well as 1:1 intervention</p> <p>£3000</p>	<p>EEF 'Phonics' +4 months; 'Small Group Tuition' +4 months</p> <p>At LIANS, many children come from exceptionally low starting points in literacy. In 2017, 82% of children were 'below typical or well below typical' the Reception baseline assessment.</p> <p>Children who receive intervention make rapid improvement which is shown in the provision map and in whole school data.</p>	<p>Quality checks from KS1 leaders across the MAT</p> <p>Data input by teachers and SLT</p> <p>Scrutiny of</p> <p>Book scrutinies and Learning walks</p> <p>SENCo to monitor impact through IEP's and tracking data</p>	Hannah Kingsley	Half-termly
<p>C-D: Reading outcomes continue to improve and enjoyment of reading grows</p> <p>Gaps between PP children and others are narrowed</p> <p>TAs running interventions which respond to misconceptions and gaps arising from class. This helps to ensure accelerated progress from all starting points.</p>	<p>Targeted reading intervention and support</p> <p>'Inference Training' for all teaching assistants</p> <p>£3000</p>	<p>EEF 'Reading Comprehension Strategies' + 5 months</p> <p>Through 1:1 intervention, children's misconceptions and gaps are addressed and they make rapid improvement which is shown in the provision map and whole school data</p>	<p>National trainers to train and give feedback on implementation</p> <p>Regular checks of school 'Inference' data, shows that children from low starting points are more fluent and confident in their reading. (Book scrutiny, observations and monitoring)</p>	Hannah Kingsley	Half-termly

<p>A & F: Improved teaching to ensure coverage of whole curriculum. Deeper learning and understanding, demonstrating pupils' ability to apply concepts independently in a range of situations.</p> <p>Through 1:1 intervention, children's misconceptions and gaps are addressed and they make rapid improvement which is shown in the provision map and whole school</p>	<p>Targeted maths intervention and support £3000</p>	<p>Gaps between PP children and others are narrowed which is demonstrated through School Data</p>	<p>Whole school data, shows that children from low starting points are making accelerated progress in maths, particularly in number. (Book scrutiny, observations and monitoring)</p>	<p>Sam Thorpe</p>	<p>Half-termly</p>
<p>Vulnerable children who have been identified from across the school receive 'Thrive' intervention and personalised pastoral work employed to remove the barriers to learning of disadvantaged children, including social care and behaviour</p>	<p>Pastoral Worker/HLTA Salary</p>	<p>EEF Research 'Behaviour Intervention' +4 months; 'Social Emotional Learning' +4 months</p> <p>The LIANS vulnerable children register shows that frequency of intervention decreases due to children meeting their targets and also shows progress made by children. This is reflected in the accelerated progress made by these children.</p> <p>A high number of FSM children are on vulnerable children's register at LIANS</p>	<p>Performance management of staff member and regular review of the role. This will include:</p> <ul style="list-style-type: none"> - SLT and PSA meetings - Monitoring of children who move within the safeguarding framework. <p>CEO and Trustees to regularly check progress of vulnerable pupils and LAC pupils</p> <p>Appropriate training and support provided both internally and externally including areas such as mental health, domestic violence and solution focused work</p>	<p>Maria Cornish Glenda Prior HLTA trained to supervise and monitor</p>	<p>Termly</p>
Total budgeted cost					£34,933

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Outcomes for vulnerable pupils are raised through improved attendance and a range of support for families. Ongoing improvements in parental involvement, collaboration, targeted focus work with families to enable them to support their child's learning and wellbeing</p>	<p>PSA salary Extended Schools Development worker £</p>	<p>EEF Research – ‘Behaviour Intervention’ +4 months; ‘Social Emotional Learning’ +4 months; ‘Parental Involvement’ +3 months</p> <p>A high number of FSM children are on vulnerable children's register</p> <p>% of children on FSM at LIANS remains above national average.</p>	<p>Performance management of staff member and regular review of the role</p> <p>Vulnerable families are part of an FSP</p> <p>FSP monitoring, including feedback on the FSP process.</p>	<p>Maria Cornish Glenda Prior</p>	<p>Termly</p>
<p>Improved cultural capacity</p> <p>Improved vocabulary (Work Scrutiny)</p> <p>All pupils are able to access the whole curriculum. This increases engagement and means that all parents can support engagement with the whole curriculum (Feedback from parents/carers and children)</p>	<p>Educational visits funded/subsidised £3,000</p>	<p>EEF Research – ‘Arts Participation’ +2 months; ‘Outdoor and Adventure learning’ +3 months; ‘Social and Emotional Learning’ +4 months</p>		<p>Maria Cornish</p>	<p>Annually</p>

<p>Attendance of FSM has improved in line with non-FSM children.</p> <p>Number of disadvantaged children who are late comes in line with those who are non-disadvantaged.</p> <p>Attendance of FSM children above 95%</p>	<p>Breakfast club subsidised/funded for FSM children</p> <p>Employed TA x 2 to run Breakfast Club</p> <p>£2,000</p>	<p>FSPs and case study evidence show that attendance for specific children is greatly enhanced by attendance at Breakfast Club.</p>		<p>Maria Cornish</p>	<p>Annually</p>
Total budgeted cost					

5. Review of expenditure

Previous Academic Year	2017-2018
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																							
<p>In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school</p> <p>Pupils make rapid and accelerated progress</p> <p>Teachers are acutely aware of the next steps for all pupils as well as building strong relationships with all members of the class. This helps to ensure accelerated progress from all starting points.</p> <p>In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school</p> <p>TAs running interventions which respond to misconceptions and gaps arising from class. This helps to ensure accelerated progress from all starting points.</p>	<p>On-going staff training including quality first teaching and curriculum development</p> <p>Additional teacher in Key stage 1</p> <p>Additional TAs x2</p>	<table border="1"> <thead> <tr> <th>2017/18 Key Stage 1, Year 1 Phonics & EYFS Attainment Outcomes (Key Measures in Bold)</th> <th>2018 National Average</th> <th>Lionwood Infant (Cohort 80/85/79)</th> </tr> </thead> <tbody> <tr> <td>Expected Standard Reading</td> <td>75</td> <td>75</td> </tr> <tr> <td>Greater Depth Reading</td> <td>26</td> <td>23</td> </tr> <tr> <td>Expected Standard Writing</td> <td>70</td> <td>74</td> </tr> <tr> <td>Greater Depth Writing</td> <td>16</td> <td>15</td> </tr> <tr> <td>Expected Standard Maths</td> <td>76</td> <td>80</td> </tr> <tr> <td>Greater Depth Maths</td> <td>22</td> <td>23</td> </tr> <tr> <td>Disadvantaged Expected Standard Reading</td> <td>63</td> <td>83</td> </tr> <tr> <td>Disadvantaged Expected Standard Writing</td> <td>55</td> <td>83</td> </tr> <tr> <td>Disadvantaged Expected Standard Maths</td> <td>63</td> <td>75</td> </tr> <tr> <td>Year 1 Phonics</td> <td>82</td> <td>74</td> </tr> <tr> <td>EYFS Good Level of Development</td> <td>72</td> <td>56</td> </tr> <tr> <td>Disadvantaged EYFS Good Level of Development</td> <td>57</td> <td>33</td> </tr> </tbody> </table> <p>Nearly all lessons were judged to be good or better. In the instance when underperformance was identified at the start of the year, a swift support system was put in place and this teacher was able to improve their practice.</p>	2017/18 Key Stage 1, Year 1 Phonics & EYFS Attainment Outcomes (Key Measures in Bold)	2018 National Average	Lionwood Infant (Cohort 80/85/79)	Expected Standard Reading	75	75	Greater Depth Reading	26	23	Expected Standard Writing	70	74	Greater Depth Writing	16	15	Expected Standard Maths	76	80	Greater Depth Maths	22	23	Disadvantaged Expected Standard Reading	63	83	Disadvantaged Expected Standard Writing	55	83	Disadvantaged Expected Standard Maths	63	75	Year 1 Phonics	82	74	EYFS Good Level of Development	72	56	Disadvantaged EYFS Good Level of Development	57	33	<p>Our approach to improving outcomes for disadvantaged children has been successful this year.</p> <p>The additional members of staff allowed for high quality intervention for these pupils with SLT rigorously monitoring progress of these pupils throughout the year.</p> <p>Assess, do, review model worked extremely well in supporting TAs to identify misconceptions and gaps.</p> <p>Weekly intervention meetings and close working relationships of TAs and teachers meant that children's gaps were quickly identified.</p>	
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ii. Targeted support

Desired	Chosen	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
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outcome	action/approach	Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)																						
<p>All children in the school can decode fluently or are in receipt of intensive, targeted reading support.</p> <p>Year 1 phonics outcomes continue to improve and come in line with national average</p> <p>Gaps between PP children and others are narrowed</p> <p>Reading outcomes continue to improve and enjoyment of reading grows</p> <p>TAs running interventions which respond to misconceptions and gaps arising from class. This helps to ensure accelerated progress from all starting points.</p> <p>Vulnerable children who have been identified from across the school receive 'Thrive' intervention and personalised pastoral work employed to remove the barriers to learning of disadvantaged children, including social care and behaviour</p>	<p>Phonics support including Rapid Reading and Phonics as well as 1:1 intervention £3000</p> <p>Targeted reading intervention and support £3000</p> <p>Targeted maths intervention and support £3000</p> <p>Pastoral Worker/HLTA Salary</p>	<p>Through 1:1 intervention, children's misconceptions and gaps were addressed and they made rapid improvement from low starting points.</p> <table border="1" data-bbox="609 268 1413 632"> <thead> <tr> <th data-bbox="609 268 1115 384">2017/18 Key Stage 1, Year 1 Phonics & EYFS Attainment Outcomes (Key Measures in Bold)</th> <th data-bbox="1115 268 1263 384">2018 National Average</th> <th data-bbox="1263 268 1413 384">Lionwood Infant (Cohort 80/85/79)</th> </tr> </thead> <tbody> <tr> <td data-bbox="609 384 1115 421">Disadvantaged Expected Standard Reading</td> <td data-bbox="1115 384 1263 421">63</td> <td data-bbox="1263 384 1413 421">83</td> </tr> <tr> <td data-bbox="609 421 1115 458">Disadvantaged Expected Standard Writing</td> <td data-bbox="1115 421 1263 458">55</td> <td data-bbox="1263 421 1413 458">83</td> </tr> <tr> <td data-bbox="609 458 1115 494">Disadvantaged Expected Standard Maths</td> <td data-bbox="1115 458 1263 494">63</td> <td data-bbox="1263 458 1413 494">75</td> </tr> <tr> <td data-bbox="609 494 1115 531">Disadvantaged Year 1 Phonics</td> <td data-bbox="1115 494 1263 531"></td> <td data-bbox="1263 494 1413 531"></td> </tr> <tr> <td data-bbox="609 531 1115 568">EYFS Good Level of Development</td> <td data-bbox="1115 531 1263 568">72</td> <td data-bbox="1263 531 1413 568">56</td> </tr> <tr> <td data-bbox="609 568 1115 632">Disadvantaged EYFS Good Level of Development</td> <td data-bbox="1115 568 1263 632">57</td> <td data-bbox="1263 568 1413 632">33</td> </tr> </tbody> </table> <p><i>Phonics disadvantaged not yet published.</i></p>	2017/18 Key Stage 1, Year 1 Phonics & EYFS Attainment Outcomes (Key Measures in Bold)	2018 National Average	Lionwood Infant (Cohort 80/85/79)	Disadvantaged Expected Standard Reading	63	83	Disadvantaged Expected Standard Writing	55	83	Disadvantaged Expected Standard Maths	63	75	Disadvantaged Year 1 Phonics			EYFS Good Level of Development	72	56	Disadvantaged EYFS Good Level of Development	57	33	<p>As above</p> <p>Turnover of teaching assistants and new staff over the course of the year meant that phonics support and training for teaching assistants was not as robust as it could have been.</p> <p>More emphasis needed on enjoyment of reading now that reading outcomes are improved.</p> <p>We need to look at how we can measure the impact of the excellent work that takes place to support our vulnerable children and families and how this can be tracked over the course of the year.</p>	
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<p>Outcomes for vulnerable pupils are raised through improved attendance and a range of support for families. Ongoing improvements in parental involvement, collaboration, targeted focus work with families to enable them to support their child's learning and wellbeing</p> <p>Improved cultural capacity Improved vocabulary All pupils are able to access the whole curriculum.</p> <p>Attendance of FSM has improved in line with non-FSM children.</p> <p>Number of disadvantaged children who are late comes in line with those who are non-disadvantaged.</p> <p>Attendance of FSM children above 95%</p>	<p>PSA salary Extended Schools Development worker</p> <p>Educational visits funded/subsidised £3,000</p> <p>Breakfast club subsidised/funded for FSM children Employed TA x 2 to run Breakfast Club £2,000</p>	<p>Attendance has improved (95% for the year) and continues to improve for vulnerable pupils.</p> <p>Parental involvement and collaboration has improved and attendance improved in the summer term which is against national trends. Attendance at our SEN cafes and Speech, Language and Communication parent drop ins have been very successful and feedback from parents/carers and children has been extremely positive.</p> <p>Parent surveys show that they agree that their children have access to a broad and balanced curriculum.</p> <p>Number of disadvantaged children who are late continues to be an issue for a number of our families.</p>	<p>approach)</p> <p>Persistent absence remains an issue with our disadvantaged families. This needs looking at more closely in 2018-19.</p> <p>Next year we want to provide more opportunities for educational visits, providing children with real life contact for their learning.</p>	
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk