



## Pupil Premium Strategy Statement – Lionwood Infant and Nursery School



Summary information						
<b>School</b>	Lionwood Infant and Nursery School					
<b>Year</b>	2018- 2019	<b>Total PP budget</b> £ 103,920		<b>Date of most recent PP Review</b>		
<b>Total number of pupils</b>	270 (including Nursery)	<b>Number of pupils eligible for PP</b>  (Oct 2018)		<b>Date for next internal review of this strategy</b>		

1. Current attainment at October 2017						
	Pupils eligible for PP (LIANS)			Pupils not eligible for PP (LIANS)		
	Reception 13 pupils	Y1 21 pupils	Y2 14 pupils	Reception 56 pupils	Y1 61 pupils	Y2 61 pupils
% achieving expected standard in EXXBA Baseline	13%	-	-	22%	-	-
% on track to reach a Good Level of Development	53%	-	-	59%	-	-
% achieving expected standard in reading, writing and maths						
% on track to reach the expected standard at the end of the year in reading	-	48%	69%	-	58%	74%
% on track to reach the expected standard at the end of the year in writing	-	24%	59%	-	58%	68%
% on track to reach the expected standard at the end of the year in maths	-	48%	75%	-	60%	80%

2. Barriers to future attainment	
In-school barriers	
<b>A.</b>	Children enter with low starting points
<b>B.</b>	Low PSED and low Speech, Language and Communication on entry
<b>C.</b>	A large number of children come from a background with a narrow vocabulary which impacts on reading and writing
<b>D.</b>	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)	
<b>E.</b>	Attendance for pupil premium children is currently 95.1%
<b>F.</b>	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	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<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>B.</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
<b>C.</b>	<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>
<b>D.</b>	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 children in Year 1 pass the phonics check</p>
<b>E.</b>	Attendance for pupil premium is improved so it's in line with non-pupil premium children.	Attendance for pupil premium children is 96%
<b>F.</b>	<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 2018				
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><b>C:</b> 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><b>EEF Research 'Meta Cognition and Self Regulation' +8 months</b></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>Hannah Kingsley</p> <p>Sam Thorpe</p>	Termly
<p><b>A-D:</b> 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>	Additional member of SLT (SENCo) who will lead on interventions and the monitoring, impact and review of interventions across the school and for vulnerable groups	<p><b>EEF Research 'Feedback' +8 months 'Reducing Class Size' +3 months</b></p> <p>Pupil Asset and Raise Online demonstrate accelerated progress for children in the 2017-18 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>Faye Herron</p> <p>Hannah Kingsley</p> <p>Sam Thorpe</p>	Annually

<p><b>A-D:</b> 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 x3</p>	<p><b>EEF Research</b>  <b>'Feedback' +8 months</b>  <b>'Behaviour Intervention' +4 months</b>  <b>'Teaching Assistants' +1 month</b></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>
<b>Total budgeted cost</b>					<b>£57,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>D:</b> 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><b>EEF</b> <b>'Phonics' +4 months;</b> <b>'Small Group Tuition' +4 months</b></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 scrutiny and Learning walks</p> <p>SENCo to monitor impact through IEP's and tracking data</p>	<p>Sam Thorpe</p> <p>Michelle Cleveland</p> <p>Sophie Harpham</p>	<p>Half-termly</p>
<p><b>C-D:</b> Writing outcomes continue to improve and enjoyment of reading and writing 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 writing intervention and support</p>	<p><b>EEF</b> <b>'Reading Comprehension Strategies' + 5 months</b></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>	<p>Hannah Kingsley</p> <p>Lara Harrey</p> <p>Sophie Harpham</p>	<p>Half-termly</p>

<p><b>A &amp; F:</b> 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 data</p>	<p>Targeted maths intervention and support</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>Faye Herron  Michelle Cleveland</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><b>EEF Research</b> <b>'Behaviour Intervention' +4 months;</b> <b>'Social Emotional Learning' +4 months</b></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"> <li>- SLT and PSA meetings</li> <li>- Monitoring of children who move within the safeguarding framework.</li> </ul> <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>Hannah Kingsley  Glenda Prior  HLTA trained to supervise and monitor</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<b>£32,000</b>

**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?
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	PSA salary Extended Schools Development worker	<b>EEF Research – ‘Behaviour Intervention’ +4 months; ‘Social Emotional Learning’ +4 months; ‘Parental Involvement’ +3 months</b>  A high number of FSM children are on vulnerable children's register  % of children on FSM at LIANS remains above national average.	Performance management of staff member and regular review of the role  Vulnerable families are part of an FSP  FSP monitoring, including feedback on the FSP process.	Hannah Kingsley  Glenda Prior	Termly
Attendance of FSM has improved in line with non-FSM children.  Number of disadvantaged children who are late comes in line with those who are non-disadvantaged.  Attendance of FSM children above 95%	Breakfast club subsidised/funded for FSM children  Employed TA x 2 to run Breakfast Club	FSPs and case study evidence show that attendance for specific children is greatly enhanced by attendance at Breakfast Club.		Hannah Kingsley	Annually
<b>Total budgeted cost</b>					<b>£15,000</b>

## 5. Review of expenditure

Previous Academic Year	2018-2019
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**i. Quality of teaching for all**

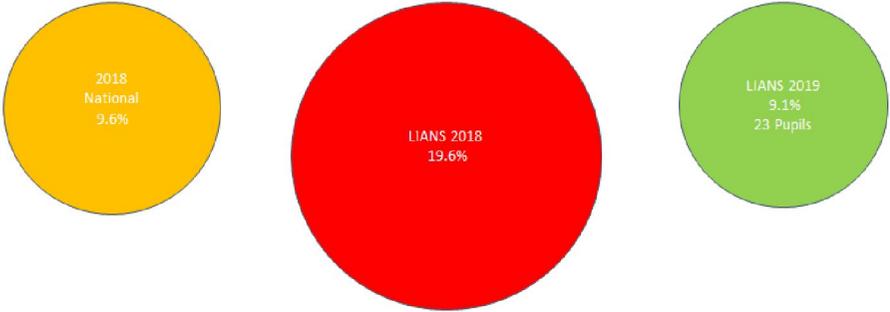
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<p><b>C:</b> In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school</p> <p>All lessons observed to be good or better</p> <p><b>A-D:</b> Pupils make rapid and accelerated 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><b>A-D:</b> 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 member of SLT (SENCo) who will lead on interventions and the monitoring, impact and review of interventions across the school and for vulnerable groups</p> <p>Additional TAs x 3</p>	<table border="1" data-bbox="562 304 1368 970"> <thead> <tr> <th data-bbox="562 304 972 411">2018 validated and 2019 Early Key Stage 1, Year 1 Phonics &amp; EYFS Attainment Outcomes</th> <th data-bbox="972 304 1093 411">2019 National Average</th> <th colspan="2" data-bbox="1093 304 1368 352">Lionwood Infant</th> </tr> <tr> <td></td> <td></td> <th data-bbox="1093 352 1229 411">2018</th> <th data-bbox="1229 352 1368 411">2019</th> </tr> </thead> <tbody> <tr> <td><b>Expected Standard Reading</b></td> <td><b>75</b></td> <td><b>75 (=)</b></td> <td><b>74 (-1)</b></td> </tr> <tr> <td><b>Greater Depth Reading</b></td> <td><b>25</b></td> <td><b>23 (-3)</b></td> <td><b>25 (=)</b></td> </tr> <tr> <td><b>Expected Standard Writing</b></td> <td><b>69</b></td> <td><b>74 (+4)</b></td> <td><b>68 (-1)</b></td> </tr> <tr> <td><b>Greater Depth Writing</b></td> <td><b>15</b></td> <td><b>15 (-1)</b></td> <td><b>11 (-4)</b></td> </tr> <tr> <td><b>Expected Standard Maths</b></td> <td><b>76</b></td> <td><b>80 (+4)</b></td> <td><b>80 (+4)</b></td> </tr> <tr> <td><b>Greater Depth Maths</b></td> <td><b>22</b></td> <td><b>23 (+1)</b></td> <td><b>19 (-3)</b></td> </tr> <tr> <td>Disadvantaged Expected Standard Reading</td> <td>62</td> <td>80 (+17)</td> <td>69 (+7)</td> </tr> <tr> <td>Disadvantaged Expected Standard Writing</td> <td>55</td> <td>80 (+24)</td> <td>59 (+4)</td> </tr> <tr> <td>Disadvantaged Expected Standard Maths</td> <td>63</td> <td>72 (+15)</td> <td>75 (+12)</td> </tr> <tr> <td><b>Year 1 Phonics</b></td> <td><b>82</b></td> <td><b>74 (-8)</b></td> <td><b>76 (-6)</b></td> </tr> <tr> <td><b>EYFS Good Level of Development</b></td> <td><b>72</b></td> <td><b>56 (-16)</b></td> <td><b>59 (-13)</b></td> </tr> <tr> <td><b>FSM6 EYFS Good Level of Development</b></td> <td><b>56</b></td> <td><b>33 (-24)</b></td> <td><b>53 (-3)</b></td> </tr> </tbody> </table> <p>Attainment of disadvantaged pupils is above the national average.</p> <p>Nearly all lessons were judged to be good or better. In the instance when underperformance was identified at the start of the year, swift support systems were put in place to improve teachers practice.</p>	2018 validated and 2019 Early Key Stage 1, Year 1 Phonics & EYFS Attainment Outcomes	2019 National Average	Lionwood Infant				2018	2019	<b>Expected Standard Reading</b>	<b>75</b>	<b>75 (=)</b>	<b>74 (-1)</b>	<b>Greater Depth Reading</b>	<b>25</b>	<b>23 (-3)</b>	<b>25 (=)</b>	<b>Expected Standard Writing</b>	<b>69</b>	<b>74 (+4)</b>	<b>68 (-1)</b>	<b>Greater Depth Writing</b>	<b>15</b>	<b>15 (-1)</b>	<b>11 (-4)</b>	<b>Expected Standard Maths</b>	<b>76</b>	<b>80 (+4)</b>	<b>80 (+4)</b>	<b>Greater Depth Maths</b>	<b>22</b>	<b>23 (+1)</b>	<b>19 (-3)</b>	Disadvantaged Expected Standard Reading	62	80 (+17)	69 (+7)	Disadvantaged Expected Standard Writing	55	80 (+24)	59 (+4)	Disadvantaged Expected Standard Maths	63	72 (+15)	75 (+12)	<b>Year 1 Phonics</b>	<b>82</b>	<b>74 (-8)</b>	<b>76 (-6)</b>	<b>EYFS Good Level of Development</b>	<b>72</b>	<b>56 (-16)</b>	<b>59 (-13)</b>	<b>FSM6 EYFS Good Level of Development</b>	<b>56</b>	<b>33 (-24)</b>	<b>53 (-3)</b>	<p>Our approach to improving outcomes for disadvantaged children has been successful this year.</p> <p>Although attainment of disadvantaged pupils was above national averages, they still do not achieve in line with their peers. These pupils did not perform as highly as disadvantaged pupils did the year before. The disadvantaged cohort for this academic year had a higher percentage of boys (67%) and summer born children than the previous 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>Weekly intervention meetings and close working relationships of TAs and teachers meant that children's gaps were quickly identified.</p>	<p>£52,936</p>
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**ii. Targeted support**

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
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<p><b>D:</b> All children in the school can decode fluently or are in receipt of intensive, targeted reading support.</p> <p><b>C-D:</b> Writing outcomes continue to improve and enjoyment of reading and writing grows</p> <p><b>A &amp; F:</b> 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><b>B &amp; F:</b> 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</p> <p>Targeted writing intervention and support</p> <p>Targeted maths intervention and support</p> <p>Pastoral Worker/HLTA Salary</p>	<p>Through 1:1 and group intervention, children's misconceptions and gaps were addressed and they made rapid improvement from low starting points.</p> <table border="1" data-bbox="562 240 1370 628"> <thead> <tr> <th rowspan="2">2018 validated and 2019 Early Key Stage 1, Year 1 Phonics &amp; EYFS Attainment Outcomes</th> <th rowspan="2">2019 National Average</th> <th colspan="2">Lionwood Infant</th> </tr> <tr> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged Expected Standard Reading</td> <td>62</td> <td>80 (+17)</td> <td>69 (+7)</td> </tr> <tr> <td>Disadvantaged Expected Standard Writing</td> <td>55</td> <td>80 (+24)</td> <td>59 (+4)</td> </tr> <tr> <td>Disadvantaged Expected Standard Maths</td> <td>63</td> <td>72 (+15)</td> <td>75 (+12)</td> </tr> <tr> <td><b>Year 1 Phonics</b></td> <td><b>82</b></td> <td><b>74 (-8)</b></td> <td><b>76 (-6)</b></td> </tr> <tr> <td><b>EYFS Good Level of Development</b></td> <td><b>72</b></td> <td><b>56 (-16)</b></td> <td><b>59 (-13)</b></td> </tr> <tr> <td>FSM6 EYFS Good Level of Development</td> <td>56</td> <td>33 (-24)</td> <td>53 (-3)</td> </tr> </tbody> </table>	2018 validated and 2019 Early Key Stage 1, Year 1 Phonics & EYFS Attainment Outcomes	2019 National Average	Lionwood Infant		2018	2019	Disadvantaged Expected Standard Reading	62	80 (+17)	69 (+7)	Disadvantaged Expected Standard Writing	55	80 (+24)	59 (+4)	Disadvantaged Expected Standard Maths	63	72 (+15)	75 (+12)	<b>Year 1 Phonics</b>	<b>82</b>	<b>74 (-8)</b>	<b>76 (-6)</b>	<b>EYFS Good Level of Development</b>	<b>72</b>	<b>56 (-16)</b>	<b>59 (-13)</b>	FSM6 EYFS Good Level of Development	56	33 (-24)	53 (-3)	<p>approach)</p> <p>As above.</p> <p>Assess, do, review model worked well in supporting TAs to identify misconceptions and gaps. However, vulnerable pupils are missing out on key learning in other areas of the curriculum in the afternoon and are not having as many opportunities to embed this learning in other aspects of the curriculum as their peers. We need to look at the structure of interventions in the afternoons to see how this can be adapted to ensure our vulnerable pupils are not missing out on afternoon lessons.</p> <p>Boys writing will be a focus in 2019-2020.</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 on the enjoyment of reading is needed to instil a culture of reading across the whole school.</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>	<p>£42,479</p>
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<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with</p>	<p><b>Cost</b></p>

<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>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>Breakfast club subsidised/funded for FSM children</p> <p>Employed TA x 2 to run Breakfast Club</p>	<p>Attendance has improved (95% for the year) and continues to improve for vulnerable pupils.</p> <p>Attendance of FSM6 pupils was above 2018 national averages.</p> <p>Parental involvement and collaboration has improved. 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>Enhanced focus by SLT and greater involvement by teachers and MLT to tackle persistent absence has had an enormous impact. The national average is 9.6%. In 2018-2019, persistent absence at LIANS was 19.6%. This has now fallen to below national average (9.1%)</p> <p>2019 Persistent Absence Rates</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Rate (%)</th> <th>Additional Info</th> </tr> </thead> <tbody> <tr> <td>2018 National</td> <td>9.6%</td> <td></td> </tr> <tr> <td>LIANS 2018</td> <td>19.6%</td> <td></td> </tr> <tr> <td>LIANS 2019</td> <td>9.1%</td> <td>23 Pupils</td> </tr> </tbody> </table>	Category	Rate (%)	Additional Info	2018 National	9.6%		LIANS 2018	19.6%		LIANS 2019	9.1%	23 Pupils	<p>this approach)</p> <p>Attendance overall is slightly below the 2018 national (-0.6%), due to low attendance in Year R.</p> <p>Next year we want to provide more opportunities for educational visits, providing children with real life contact for their learning.</p> <p>Number of disadvantaged children who are late continues to be an issue for a number of our families.</p>	<p>£16,868</p>
Category	Rate (%)	Additional Info														
2018 National	9.6%															
LIANS 2018	19.6%															
LIANS 2019	9.1%	23 Pupils														

**6. Additional detail**