



Pupil Premium Strategy Statement – Lionwood Infant and Nursery School



Summary information						
School	Lionwood Infant and Nursery School					
Year	2018- 2019	Total PP budget £ 103,920		Date of most recent PP Review		
Total number of pupils	270 (including Nursery)	Number of pupils eligible for PP (Oct 2018)		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 13 pupils	Y1 21 pupils	Y2 14 pupils	Reception 56 pupils	Y1 61 pupils	Y2 61 pupils
% achieving expected standard in EXXBA Baseline	-	-	-	-	-	-
% on track to reach a Good Level of Development	-	-	-	-	-	-
% achieving expected standard in reading, writing and maths	-	-	-	-	-	-
% on track to reach the expected standard at the end of the year in reading	-	48%	67%	-	58%	72%
% on track to reach the expected standard at the end of the year in writing	-	24%	53%	-	58%	66%
% 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

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 currently 95.1%
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 children 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 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>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>Hannah Kingsley</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>	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>EEF Research 'Feedback' +8 months 'Reducing Class Size' +3 months</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>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 x3</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					£57,000

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>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 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>C-D: 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>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>	<p>Hannah Kingsley</p> <p>Lara Harrey</p> <p>Sophie Harpham</p>	<p>Half-termly</p>

<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 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>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>Hannah Kingsley Glenda Prior HLTA trained to supervise and monitor</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£32,000</p>

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	EEF Research – ‘Behaviour Intervention’ +4 months; ‘Social Emotional Learning’ +4 months; ‘Parental Involvement’ +3 months 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
Total budgeted cost					£15,000

5. Review of expenditure

Previous Academic Year

2018-2019

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
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
iii. Other approaches				
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

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