



Pupil Premium Strategy Statement – Lionwood Infant and Nursery School

Summary information				
School	Lionwood Infant and Nursery School			
Year	2019/20	Total PP budget £ 94,700	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP	Date for next internal review of this strategy	January 2020

1. Current attainment			
	National PP expected % 2019	Pupils eligible for PP (LIANS)	Pupils not eligible for PP (LIANS)
% on track to reach a Good Level of Development	56%	-	-
% achieving expected standard in reading, writing and maths	-	38%	53%
% on track to reach the expected standard at the end of the year in reading	62%	43%	61%
% on track to reach the expected standard at the end of the year in writing	55%	38%	54%
% on track to reach the expected standard at the end of the year in maths	63%	52%	61%

2. Barriers to future attainment	
In-school barriers	
A.	Children enter with low starting points
B.	Low Personal, Social and Emotional Development on entry
C.	Low Speech, Language and Communication on entry
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.	Lack of experiences outside the local area, mean that the gap in language acquisition and experiences continue to widen for disadvantaged children.
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

In-school barriers	<i>Desired outcomes</i>	<i>How they will be measured</i>	<i>Success criteria</i>
A. Children enter with low starting points	Pupils make good or better progress in order to make accelerated progress from their starting points. All lessons are demonstrably part of a sequence of lessons which is designed to secure accelerated progress.	Lesson observations Book scrutiny Pupil impact meetings Pupil asset data analysis moderation	Monitoring shows good and outstanding provision and accurate assessment throughout the school. More PP children achieving the expected standard at the end of KS1 More PP children achieving greater depth at the end of KS1 More PP children achieving a GLD at the end of reception. Next steps and challenge are evident in lessons and children's work.
B. Low PSED on entry	% of children securing a GLD at the end of reception increases.	Pupil impact meetings Evidence in book scrutiny Termly data analysis	Books reflect more evidence of PSED Higher % of children achieve GLD at end of reception.
C. Low Speech, Language and Communication on entry	% of children scoring 2 or above in C&L and across PSED strands increases. Improved oral language skills for pupils eligible for PP in Reception and Year 1 classes.	Welcomm S&L toolkit. SALT feedback meetings and reports Pupil impact meetings Evidence in book scrutiny Termly data analysis	Books reflect more evidence of C&L % of children at expected level on Welcomm assessment increases. Number of children requiring S&L intervention decreases.
D. Below average decoding skills lead to slow progress across the curriculum.	All lessons provide opportunities to improve and embed phonic knowledge. All lessons are demonstrably part of a sequence of lessons which is designed to secure accelerated progress. Quality guided reading sessions will ensure children are exposed to new and varied vocabulary.	Lesson observations Book scrutiny Pupil impact meetings Pupil asset data analysis	% of PP children passing the year 1 and year 2 phonics screening increases % of PP children achieving a 2 or above in reading strand of EYFS assessment will increase Higher % of children achieve GLD at end of reception. % of reading at expected standard or GD will increase at end of KS1
External barriers	<i>Desired outcomes</i>	<i>How they will be measured</i>	<i>Success criteria</i>
E. Lack of experiences outside the local area, mean that the gap in language acquisition and experiences continue to widen for disadvantaged pupils.	Diminishing difference in achievement between PP and non-PP pupils in all areas of the curriculum. Greater % of PP pupils reach age related expectations by the end of the year.	Parent and pupil survey Parent feedback Improved progress and attainment of PP children.	School provides children with a wide range of experiences. The gap between PP and non-PP children is diminished.
F. Variation between families in ability to support children to achieve at the expected standard across the curriculum.	Families have the information necessary to support children throughout Key Stage 1. Lateness register of PP falls Improved progress and attainment of PP children.	Parent surveys and feedback Continued excellent attendance at school workshops and classroom cafes.	All parents are confident that they can support children throughout Key Stage 1. Children at Lionwood Infants are increasingly able to make links to their learning.

4. Planned expenditure					
Academic year	From September 2019				
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>A-D:</p> <p>Pupils make rapid and accelerated progress</p> <p>Greater % of PP pupils reach age related expectations by the end of the year.</p>	<p>Additional teacher in Key Stage 1 so that class sizes can be reduced (MPS1)</p> <p>£34,328</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 (link to CPD plan and SIDP).</p>	<p>EEF Research</p> <p>'Feedback' +8 months</p> <p>'Reducing Class Size' +3 months</p> <p>Pupil Asset and Raise Online demonstrate accelerated progress for children in previous cohorts who had additional teacher support.</p> <p>Accelerated progress is needed to close the gap between disadvantaged pupils and other pupils and raise attainment and achievement</p>	<p>External quality assessment through MAT and Progress Boards</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>Monitoring by MLT and SLT will ensure that teachers are acutely aware of the next steps for all pupils as well as building strong relationships with all members of the class.</p>	<p>Head of School</p> <p>KS1 Year Group Leaders</p>	<p>Half termly</p>
<p>A-D:</p> <p>In all classrooms, the standard of assessment for learning is consistently good enough to ensure accelerated progress across the school</p>	<p>Additional support to provide 1:1 and small group provision of targeted intervention for children in Year 2</p> <p>£15,910</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>EEF Research</p> <p>'Feedback' +8 months</p> <p>'Behaviour Intervention' +4 months</p> <p>'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>Performance Management of staff member.</p> <p>Monitoring of data and observations of interventions.</p>	<p>Senior Leadership Team</p> <p>Pastoral Support Worker</p>	<p>Half termly</p>
Total budgeted cost					£50,238

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>C:</p> <p>Improved oral language skills for pupils eligible for PP in Reception class</p>	<p>Teaching Assistant to deliver SLCD interventions including Early Talk Boost Intervention in Reception and Year 1.</p> <p>£8,075</p>	<p>EEF Research ‘Feedback’ +8 months ‘Small Group Tuition’ +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>	<ul style="list-style-type: none"> • Communications Champions to organise clear timetable to ensure efficient preparation and delivery • Lesson observations and Learning Walks • Interventions changed on a termly basis according to need • Systematic tracking of results on a termly basis • Evidence in books show that through 1:1 intervention, children’s misconceptions and gaps are addressed and they make rapid improvement 	<p>SENCO</p> <p>Communication Champions</p> <p>EYFS Lead</p>	<p>Termly</p>
<p>B, E & F:</p> <p>Vulnerable children who have been identified from across the school receive 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</p> <p>£23,978</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>Enhanced Inclusion Champion/ SENCO</p> <p>Parent Support Advisor</p>	<p>Termly</p>
Total budgeted cost					£32,053

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>E & F:</p> <p>Outcomes for vulnerable pupils are raised through 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 Extended Schools Development worker</p> <p>£8,196</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>	Head of School	Termly
<p>E.</p> <p>Diminishing difference in achievement between PP and non-PP pupils in all areas of the curriculum.</p>	<p>Use of PP funding to enrich the curriculum for PP children</p> <p>£2,000</p> <p>Children exposed to highly engaging experiences within the local environment to develop their understanding of the world around them.</p>	<p>EEF Research – ‘Outdoor Adventure Learning’ +4 months</p> <p>A large number of LIANS children come from a background with a narrow vocabulary which impacts on reading and writing.</p> <p>PSED attainment in EYFS shows need to develop children's awareness of personal safety, cooperation, independence as well as language and communication skills and self-esteem.</p>	<p>Performance management of staff member and regular review of the role.</p> <p>Evidence in books from visits as to impact.</p> <p>Wider curriculum impact reports to MAT.</p>	Deputy Head	Termly
<p>F:</p> <p>Number of disadvantaged children who are late comes in line with those who are non-disadvantaged.</p>	<p>Breakfast club subsidised/funded for FSM children</p> <p>Employed TA x 1 to run Breakfast Club</p> <p>£1,000</p>	<p>Attendance of our disadvantaged pupils is broadly in line with their peers but their lateness is a cause for concern. Parental aspirations for these children and their understanding of how their own mental health impacts on school life are low.</p> <p>FSPs show that attendance for specific children is greatly enhanced by attendance at Breakfast Club.</p>	Monitor spending on a termly basis.	Deputy HT	Termly
Total budgeted cost					£11,196
Overall total budgeted cost					£93,487

5. Review of expenditure

Previous Academic Year

2019-2020

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				