



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

Current attainment									
KS1	Y1				Y2				2019 National average Non-Disadvantaged (Disadvantaged)
Term	Start Aut 19	End Aut 19	End Spr 20	End Sum 20	Start Aut 19	End Aut 19	End Spr 20	KS1 SATs	
Number of PP Pupils	21	21	23		24	24	27	-	
% achieving expected standard in reading, writing and maths	-	33%	30%	-	38%	33%	30%	-	69% (50%)
% achieving expected standard in reading	-	38%	39%	-	41%	42%	48%	-	78% (62%)
% achieving the expected standard in writing	-	29%	30%	-	36%	33%	30%	-	73% (55%)
% achieving the expected standard in maths	-	43%	47%	-	50%	42%	52%	-	79% (62%)
% achieving the expected phonics standard	n/a	43%	-	-	-	-	-	-	Yr 1 84% (71%) Yr 2 59% (50%)
EYFS	YR								2019 National average for non-FSM Pupils (FSM Pupils)
Term	Start Aut 19	End Aut 19	End Spr 20	GLD					
Number of PP Pupils	17	18	28 (Dec 20)	-					
Predicted % achieving a Good Level of Development	-	61%	62%	-					
Attendance									
Term	End Aut 19	End Spr 20	End Sum 20	2019 National 2019 National average for non-FSM Pupils (FSM Pupils)					

Attendance %	94.4%	91.3%	-	96.6% (94.6%)
Spring 2020 Data Review				
Year 2				
<ul style="list-style-type: none"> • Predicted attainment for disadvantaged boys is currently below the national average for this group. However, of the 13 children, 7 have significant SEN. • The non-SEN disadvantaged boys are performing slightly above national averages in reading and mathematics but slightly below national averages in writing. 				
Year 1				
<ul style="list-style-type: none"> • Attainment for disadvantaged is broadly in line with national averages in mathematics but low in reading and writing. However, again 3 out of the 7 boys are SEN and non-SENs performance is broadly in line with national averages. 				

1. 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.		
2. Desired outcomes			
In-school barriers	Desired outcomes	How they will be measured	Success criteria
A. Children enter with low starting points	<p>Pupils make good or better progress in order to make accelerated progress from their starting points.</p> <p>All lessons are demonstrably part of a sequence of lessons which is designed to secure accelerated progress.</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Pupil impact meetings</p> <p>Pupil asset data analysis</p> <p>moderation</p>	<p>Monitoring shows good and outstanding provision and accurate assessment throughout the school.</p> <p>More PP children achieving the expected standard at the end of KS1</p> <p>More PP children achieving greater depth at the end of KS1</p> <p>More PP children achieving a GLD at the end of reception.</p> <p>Next steps and challenge are evident in lessons and children's work.</p>

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.

3. 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
Spring 2020 Review of Impact of Teaching					

- New monitoring and evaluation cycle has ensured that Senior Leaders have a deep understanding of where children are making accelerated progress and middle leaders have organised observations which focus on assessment for learning and consistency in the quality of teaching for all pupils across their year group. This has been particularly evident in Year 1 where consistency in evidence and careful teacher assessments was noted by James Richards in our VNET support visit. A teacher in this year group has also significantly improved their teaching practice through rigorous support from SLT and continuous review of teaching practice within the year group through daily planning, team moderation and book scrutiny within the team.
- Mark Burns training for 6 staff in the Autumn term has also allowed greater opportunities for teachers to review their assessment practices within a lesson and to act more quickly on addressing misconceptions and gaps in learning. Teachers can talk knowledgeably on how to provide children with the scaffolds they need to enable learning to take place.
- Teachers continue to show in Pupil Impact Meetings that they are acutely aware of the next steps for all pupils as well as building strong relationships with all members of the class. In our recent progress board, the three year group leaders reported on the impact of recent CPD for teachers and how middle leaders are supporting others to improve their practice.
- Children receiving additional 1:1 support in Year 2 have been well supported and evidence shows that this support has enabled them to continue to access a mainstream education at their level and make progress from their starting points.

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?
C: Improved oral language skills for pupils eligible for PP in Reception class	Teaching Assistant to deliver SLCD interventions including Early Talk Boost Intervention in Reception and Year 1. £8,075	EEF Research 'Feedback' +8 months 'Small Group Tuition' +4 months 'Teaching Assistants' +1 month At LIANS, support to access curriculum for small number of disadvantaged pupils shows that they make accelerated progress 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	<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 	SENCO Communication Champions EYFS Lead	Termly

<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>
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Total budgeted cost £32,053

Spring 2020 Review on the Impact of Targeted Support

- Staff have received appropriate training and support provided both internally and externally including areas such as mental health and domestic violence. Two members of the SLT have received Trauma Informed Schools training. Pastoral and Inclusion lead have attended training on Mentally Healthy Schools and will be developing a new school action plan based on the impact of this training.
- Recent progress board included presentation by Head of School on disadvantaged pupils including report on historical and current data and how the school is continuing to ensure success for the boys and disadvantaged in which we reflected on what makes a difference to the children at Lionwood.
- Second round of Wellcomm results are due in February and will highlight progress children have made as well as any gaps in knowledge to be addressed. Communication champions have delivered training to all EYFS support staff and are currently training year 1 support staff to deliver high quality S&L intervention and model and promote communication and language through all areas of the curriculum.

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</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>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>Head of School</p>	<p>Termly</p>

families to enable them to support their child's learning and wellbeing.		% of children on FSM at LIANS remains above national average.			
E. Diminishing difference in achievement between PP and non-PP pupils in all areas of the curriculum.	Use of PP funding to enrich the curriculum for PP children £2,000 Children exposed to highly engaging experiences within the local environment to develop their understanding of the world around them.	EEF Research – ‘Outdoor Adventure Learning’ +4 months A large number of LIANS children come from a background with a narrow vocabulary which impacts on reading and writing. 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.	Performance management of staff member and regular review of the role. Evidence in books from visits as to impact. Wider curriculum impact reports to MAT.	Deputy Head	Termly
F: Number of disadvantaged children who are late comes in line with those who are non-disadvantaged.	Breakfast club subsidised/funded for FSM children Employed TA x 1 to run Breakfast Club £1,000	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. FSPs show that attendance for specific children is greatly enhanced by attendance at Breakfast Club.	Monitor spending on a termly basis.	Deputy HT	Termly
Total budgeted cost					£11,196
Spring 2020 Review on Impact of Other Approaches					
<ul style="list-style-type: none"> • DSL meetings discuss current FSPs and other vulnerable families who are struggling to engage with support. • The school continues to provide an enriching curriculum which aims to enhance pupils' cultural capital. The curriculum has been reviewed and during the monitoring and evaluation cycle, careful thought has been given to how best to develop children's understanding of their local environment and the world around them. Last term Year 2 children visited the local cinema and did investigations in Lionwood. The whole school took part in Bhangra Diwali Dance School workshops in the Autumn Term. • The number of pupil premium children accessing breakfast club provision has increased. For some, this has improved attendance. 					
Overall total budgeted cost					£93,487

4. 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
<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>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 teacher so that class sizes can be reduced (MPS1)</p> <p>Additional support to provide 1:1 and small group provision of targeted intervention for children in Year 2</p>	<p>The summer term lockdown also had a significant impact on disrupting the children's education in a term that would have been used consolidate and embed learning. School continued to support many disadvantaged children during lockdown by having them in as vulnerable children and these children were focused on when school reopened for some part time.</p> <p>Nearly all lessons observed this year 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> <p>Teachers showed in Pupil Impact Meetings that they are acutely aware of the next steps for all pupils as well as building strong relationships with all members of the class. Middle Leaders worked well to support others to improve their practice through group moderation, book looks, planning and modelling.</p> <p>Children receiving additional 1:1 support in Year 2 have been well supported and evidence shows that this support has enabled them to continue to access a mainstream education at their level and make progress from their starting points.</p> <p>Two disadvantaged children in Y2 required significant 1:1 support (sometimes 2:1) in order for them to be able to access a mainstream education. One has now successfully transitioned to the junior school and we were able to successfully secure a place for the other child in a Special Needs facility to support their emotional, social and behavioural needs.</p>	<p>The Year 2 cohort had a very high level of disadvantaged and social and emotional needs. This cohort had also experienced inconsistency in teaching throughout their time at Lionwood and had experienced the most staffing/teacher changes. These changes meant that gaps were not identified as quickly or as consistently as in previous years. In all other year groups the additional members of staff allowed for high quality intervention for these pupils with SLT rigorously monitoring progress of these pupils throughout the year. These children in Y1 and Reception achieved more closely in line with their peers.</p> <p>Radical steps were made quickly to minimise the impact staffing changes had on the children (including swift recruitment, TA changes to better support pupils and DHT teaching in one class due to long term absence). Due to the low starting points the children had on arrival, they needed consistent, high quality teaching throughout their time here in order to close the significant gap for disadvantaged.</p>	£50,238

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
<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>Early intervention has been proven to narrow the gap and is essential if children are to go on to access a wider curriculum. Early WellComm data showed that children were making good progress but we were unable to complete the intervention or final assessment due to closure of school in summer term. Our predicted GLD was 62%, showing the intervention running would have had an impact.</p> <p>Early FFT aspire data shows in the average scores for 2020 that disadvantaged pupils in Reception would have achieved in line with national in literacy, just below national in language and in line with national for maths and PSE. This is a significant improvement on previous years.</p>	<p>Continue to focus on early intervention for SLCD needs in Early Years.</p>	<p>£8,075</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>Nurture groups were set up to support the most vulnerable, including those with Social and Emotional Mental Health needs. These were very successful and these children were able to access learning at their level and be successful within a mainstream setting.</p> <p>Daily sensory circuits and nurture sessions happen for our children with sensory, physical or SEMH needs. These are run by the additional support team.</p> <p>By supporting parents through the FSP and how to manage behaviour in the home, this allowed consistency for children and removed barriers to the children's learning.</p> <p>During lockdown, all of our disadvantaged families were contacted on a weekly basis, including other families who we were concerned who later applied for FSM funding. They also children could access the home learning remotely and offered support with this is possible.</p>	<p>Vulnerable groups interventions have been successful and a valuable resource for the children – these will continue next year.</p>	<p>£23,978</p>

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															
<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>See above re. pastoral support.</p> <p>All FSM families were provided with weekly food hampers during lockdown.</p> <p>Extended schools' activities were still able to run in the summer under social distancing conditions.</p> <p>PSA plays a pivotal role in supporting our vulnerable families, especially those who are with the Norfolk Threshold for safeguarding children. These families feel well supported and are more engaged in their partnerships with school and professionals as a result.</p>	<p>This will continue next year.</p> <p>Feedback from parent surveys show parents feel well supported by the school and strong relationships with parents – we will continue to do this work to ensure children continue to get the best outcomes. This has been show to help parents to see themselves as partners in their children's learning.</p>	£8,196															
<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>End of Year Trips cancelled due to Covid-19.</p>	<p>The school will continue to provide an enriching curriculum which aims to enhance pupils' cultural capital. The curriculum has been reviewed and during the monitoring and evaluation cycle, careful thought has been given to how best to develop children's understanding of their local environment and the world around them.</p>	N/A															
<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>We offered Breakfast Club to all PP who had poor attendance. This enabled them to access the catch up groups run during assembly time and were present for their morning phonics lessons which previously had been lost learning time. Attendance as a whole, has remained an issue for PP children. Offering free breakfast club provision was written as an action in Fast Track plans as something school would do to support children to attend. Not all families chose to take this up and so it did not reach all the families we wanted. However, for the families it did reach, it was a success. Impact overall was low.</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Pupil Premium %</th> <th>Non Pupil Premium %</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>86.3%</td> <td>87.7%</td> </tr> <tr> <td>Year 1</td> <td>92.3%</td> <td>93.9%</td> </tr> <tr> <td>Year 2</td> <td>91%</td> <td>95.3%</td> </tr> <tr> <td>Whole school</td> <td>91.3%</td> <td>93.8%</td> </tr> </tbody> </table>	Year group	Pupil Premium %	Non Pupil Premium %	Reception	86.3%	87.7%	Year 1	92.3%	93.9%	Year 2	91%	95.3%	Whole school	91.3%	93.8%	<p>Number of disadvantaged children who are late continues to be an issue for a number of our families.</p> <p>Parents own mental health is a contributing factor to PP children not attending breakfast club and getting in to school on time.</p>	£1,000
Year group	Pupil Premium %	Non Pupil Premium %																	
Reception	86.3%	87.7%																	
Year 1	92.3%	93.9%																	
Year 2	91%	95.3%																	
Whole school	91.3%	93.8%																	

5. Additional detail

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