



Pupil Premium Strategy Statement – Lionwood Infant and Nursery School

Summary information				
School	Lionwood Infant and Nursery School			
Year	2020/21	Total PP budget: £86,080	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy
				March 2021

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	28/70 (40%)				20/64 (31%)				
% achieving expected standard in reading, writing and maths					20%				
% achieving expected standard in reading					35%				
% achieving the expected standard in writing	6%				20%				
% achieving the expected standard in maths	8%				40%				
% achieving the expected phonics standard	-				-				
								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	14/54 (26%)								
Predicted % achieving a Good Level of Development	-								
									74% (57%)
Attendance									
Term	End Aut 19	End Spr 20		End Sum 20		2019 National 2019 National average for non-FSM Pupils (FSM Pupils)			
Attendance %						96.6% (94.6%)			

Spring 2021 Data Review

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. |
| G. | Attendance for pupil premium children is currently 91.3% |

2. Desired outcomes

In-school barriers	Desired outcomes	How they will be measured	Success criteria
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 – MER and PA	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.

<p>D. Below average decoding skills lead to slow progress across the curriculum.</p>	<p>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.</p>	<p>Lesson observations Book scrutiny Pupil impact meetings Pupil asset data analysis</p>	<p>% 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</p>
<p>External barriers</p>	<p><i>Desired outcomes</i></p>	<p><i>How they will be measured</i></p>	<p><i>Success criteria</i></p>
<p>E. Lack of experiences outside the local area, mean that the gap in language acquisition and experiences continue to widen for disadvantaged pupils.</p>	<p>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.</p>	<p>Parent and pupil survey Parent feedback Improved progress and attainment of PP children.</p>	<p>School provides children with a wide range of experiences. The gap between PP and non-PP children is diminished.</p>
<p>F. Variation between families in ability to support children to achieve at the expected standard across the curriculum.</p>	<p>Families have the information necessary to support children throughout Key Stage 1. Lateness register of PP falls Improved progress and attainment of PP children.</p>	<p>Parent surveys and feedback Continued excellent attendance at school workshops and classroom cafes.</p>	<p>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.</p>
<p>G. Attendance for pupil premium children is currently 91.3%</p>	<p>The attendance of PP children improves and the gap between PP and non-PP is diminished.</p>	<p>Attendance reviews – termly Breakfast Club attendance registers</p>	<p>Improved attendance for pupil premium pupils compared with last years data, non PP pupils and national averages. Reduction in the number of pupil premium pupils being late for school compared with 2019/20</p>

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: 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 support to provide 1:1 and small group provision of targeted intervention for children in Year 1 & 2</p> <p>£16726</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>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>
<p>A, C-D: Improved oral language skills for pupils eligible for PP in Reception and Year 1 classes.</p>	<p>Release time for Reading Lead to ensure implementation of RWI</p> <p>1 day fortnightly for TA to cover at scale E</p> <p>Approx. £2000</p>	<p>EEF Research 'Feedback' +8 mths 'Meta Cognition and Self Regulation' +8 mths 'One-to-one tuition' +5mths 'Phonics' +4mths</p> <p>The Lockdown and Post Lockdown has provided additional challenges for many of our PP children who did not access the home learning consistently enough in the summer term. Many were already behind in their phonics and decoding skills.</p>	<p>Lesson observations/book looks/learning walks by SLT and RL [with quality assurance from English Hub and RWI External Mentor] show increasing %s of outstanding practices seen.</p>	<p>Sophie Harpham</p> <p>Senior Leadership Team</p>	<p>RWI assessments every 6 weeks</p> <p>Report to SLT half termly</p>

<p>D: 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 phonics sessions will ensure children are exposed to new and varied vocabulary.</p>	<p>RWI training by reading lead</p> <ul style="list-style-type: none"> - 1 day prep for RL - 1 day training for 5 members of staff - Cover for 5 staff during training - Additional 5 days for RL to provide targeted support for staff <p>£189 x 11 = £2079</p>	<p>EEF Research 'Feedback' +8 mths 'Phonics' +4mths</p> <p>'DfE - Fundamentals of effective Systematic Synthetic Phonics practice' which includes the need for quality CPD to ensure consistency of approach, fidelity to one scheme, pace and a dedicated phonics lead teacher.</p>	<p>External monitoring by Wensum English Hub.</p> <p>Staff training, monitoring and data analysis completed by RL.</p> <p>Bottom 20% data is analysed to ensure that gaps are identified swiftly.</p> <p>RL ensures that pupils progress throughout the scheme is monitored on a half termly basis.</p>	<p>Sophie Harpham</p> <p>Senior Leadership Team</p>	<p>RWI assessments every 6 weeks</p> <p>Report to SLT half termly</p>
<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>	<p>CPD Mark Burns – Quality first teaching</p> <p>On-going staff training including quality first teaching and curriculum development.</p> <p>£750 per day for 6 staff 3 day training</p> <p>£2250</p>	<p>EEF Research 'Feedback' +8 months 'Meta Cognition and Self Regulation' +8 months</p> <p>Previous training by Mark Burns has proven to have an impact of the quality of work in books and the quality of teaching. Staff feedback was overwhelmingly positive from 2019-20.</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>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>Senior Leadership Team</p>	<p>Termly</p>
Total budgeted cost					£23,055
Spring 2020 Review of Impact of Teaching					
<ul style="list-style-type: none"> - Additional support to provide 1:1 and small group provision of targeted intervention for children in Year 1 & 2 has meant that disruption to other children's learning has been reduced, exclusions have significantly decreased for 1 child receiving 1:1 - RWI is able to support colleagues and provide quality swift feedback. This means that the children across the school have consistent, high quality teaching of phonics. 					

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: 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 ‘Early Years Intervention’ +6months</p> <p>WellComm data from previous cohorts identifies significant number of PP children with SLCD need.</p> <p>WellComm and Talk Boost interventions have been shown both locally and nationally to significantly support the diminishing the difference. Supported by the Communication Trust.</p>	<p>Communications Champions to organise clear timetable to ensure efficient preparation and delivery</p> <p>Lesson observations and Learning Walks</p> <p>Interventions changed on a termly basis according to need</p> <p>Systematic tracking of results on a termly basis</p> <p>Evidence in books show that through 1:1 intervention, children’s misconceptions and gaps are addressed and they make rapid improvement</p>	<p>SENCO</p> <p>Communication Champions</p> <p>EYFS Lead</p>	<p>Termly</p>
<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>HLTA to deliver high quality interventions in literacy</p> <p>£24,057</p> <p>Phonics support including RWI 1:1 tuition, guided writing and reading interventions</p>	<p>EEF Research ‘Feedback’ +8 months ‘Small Group Tuition’ +4 months ‘Teaching Assistants’ +1 month ‘One-to-one tuition’ +5mths ‘Phonics’ +4mths</p> <p>At LIANS, many children come from exceptionally low starting points in literacy. Reception baseline assessments have shown year on year that children are significantly below age related expectations when they start school.</p> <p>Children who receive intervention make rapid improvement which is shown in whole school data and evidence in books.</p>	<p>Quality assurance checks from KS1 leaders across the MAT</p> <p>Data input by teachers and SLT</p> <p>Book looks and Learning walks</p> <p>SENCo to monitor impact through IEP’s and tracking data</p>	<p>Sam Thorpe</p> <p>Sophie Harpham</p> <p>Rachel Redpath</p>	<p>Half-termly</p>

<p>B, E & F: 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 £25,706</p> <p>Nurture, Sensory Circuits, ELSA and Lego therapy sessions running daily (morning and afternoon) to support vulnerable and high need children. Pastoral Worker to monitor and observe sessions.</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 £57,838

Spring 2020 Review on the Impact of Targeted Support

--

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. Diminishing difference in achievement between PP and non-PP pupils in all areas of the curriculum. Building cultural capital.</p>	<p>Use of PP funding to enrich the curriculum for PP children £2,000</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>Evidence in books from visits as to impact.</p> <p>Wider curriculum impact reports to MAT.</p>	<p>Deputy Head</p>	<p>End of spring and summer term</p>

	<p>Children exposed to highly engaging experiences within the local environment to develop their understanding of the world around them.</p> <p>All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils.</p> <p>Paid after school clubs offered free to PP children (1 per year).</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>DHT/PSW will monitor participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school % PP children take part in all trips with subsidies as required.</p> <p>Lesson observations will show high levels of engagement with learning by PP children which results in embedded learning seen in summative assessments.</p>		
<p>E. Diminishing difference in achievement between PP and non-PP pupils in all areas of the curriculum. Building cultural capital.</p>	<p>Rocksteady for an additional 10 children £300 per month (school will get a further 6 bursary places as part of this package).</p> <p>£2100</p>	<p>EEF Research – 'Arts participation' +2 mths</p>	<p>Evidence in books from sessions as to impact.</p> <p>MER from Subject Leader.</p> <p>Wider curriculum impact reports to MAT.</p>	<p>Abi Murray</p>	<p>Spring and summer term</p>
<p>G. 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%</p>	<p>Breakfast Club</p> <p>£1000</p>	<p>FSPs and case study evidence show that attendance for specific children is greatly enhanced by attendance at Breakfast Club.</p>	<p>Monitor spending on a termly basis alongside attendance reviews.</p>	<p>Sam Thorpe Michelle Cleveland</p>	<p>Termly</p>
Total budgeted cost					£5,100
Spring 2020 Review on Impact of Other Approaches					
Overall total budgeted cost					£85,993

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

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

5. Additional detail

--