

# LIANS Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Lionwood Infant and Nursery
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	31% (65 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year – to be reviewed biannually
Date this statement was published	08.11.21
Date on which it will be reviewed	September 2022
Statement authorised by	Selene Sawyer Executive Headteacher
Pupil premium lead	Hannah Kingsley Head of School
School Link Trustee	Sue Brockhouse

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 86,080
Recovery premium funding allocation this academic year	£ 9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,360

## Part A: Pupil premium strategy plan

### Statement of intent

At Lionwood Infant and Nursery School, we provide a high quality of education for all of our pupils regardless of ability or background and we are relentless in our pursuit to make inclusion a reality for all our children. Our vision is that through expert teaching and an inspirational curriculum, all pupils at Lionwood Infant and Nursery School will leave with the knowledge, confidence and skills that will empower them to succeed at junior school and beyond. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

We acknowledge, however, that the national educational outcomes for children eligible for the Pupil Premium Grant are below the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of mathematics and English as well as in other areas of their education. As part of our whole school development plan, our focus remains on ensuring that children receive high quality teaching all of the time in every subject. In order to achieve this, we ensure staff are receiving high quality CPD and bespoke support tailored to their individual needs. This enables them to plan carefully designed learning experiences and make lessons as effective as we can for all learners.

We also acknowledge that there are non-academic challenges that our pupils face that can negatively affect their education and impact their access to learning, for example: attendance, wellbeing, mental health, safeguarding concerns and access to community links. We aim to support our pupils in these areas by drawing on the funding of staff, enrichment, and resources.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This most evident in Nursery and Reception but does continue through to KS1 and in general, the vocabulary gap is more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.															
3	<p>Internal assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in reading, writing and maths.</p> <p>On entry to Reception class this year has shown the continued trend of below average starting points on entry for disadvantaged pupils.</p> <table border="1" data-bbox="371 495 1396 712"> <thead> <tr> <th data-bbox="371 495 598 539">On entry ARE</th> <th data-bbox="598 495 802 539">Speaking</th> <th data-bbox="802 495 1003 539">Reading</th> <th data-bbox="1003 495 1204 539">Writing</th> <th data-bbox="1204 495 1396 539">Number</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 539 598 629"><b>All pupils</b></td> <td data-bbox="598 539 802 629">28% (14/51)</td> <td data-bbox="802 539 1003 629">2% (1/51)</td> <td data-bbox="1003 539 1204 629">19% (10/51)</td> <td data-bbox="1204 539 1396 629">14% (7/51)</td> </tr> <tr> <td data-bbox="371 629 598 712"><b>Disadvantaged</b></td> <td data-bbox="598 629 802 712">5% (1/51)</td> <td data-bbox="802 629 1003 712">0% (0/51)</td> <td data-bbox="1003 629 1204 712">1% (1/51)</td> <td data-bbox="1204 629 1396 712">1% (1/51)</td> </tr> </tbody> </table>	On entry ARE	Speaking	Reading	Writing	Number	<b>All pupils</b>	28% (14/51)	2% (1/51)	19% (10/51)	14% (7/51)	<b>Disadvantaged</b>	5% (1/51)	0% (0/51)	1% (1/51)	1% (1/51)
On entry ARE	Speaking	Reading	Writing	Number												
<b>All pupils</b>	28% (14/51)	2% (1/51)	19% (10/51)	14% (7/51)												
<b>Disadvantaged</b>	5% (1/51)	0% (0/51)	1% (1/51)	1% (1/51)												
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.</p>															
5	<p>Variation between families in ability to support children to achieve at the expected standard across the curriculum.</p> <ul style="list-style-type: none"> <li>- Lack of experiences outside the local area, mean that the gap in language acquisition and experiences continue to widen for disadvantaged pupils.</li> <li>- Lack of parental ability/numeracy and literacy skills to support their children with their learning at home</li> </ul>															
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. For the last two years, disadvantaged attendance has been on average 92%.</p> <p>21% of disadvantaged pupils were been 'persistently absent' compared to 16% of their peers during the summer term 2021. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Targeting lateness for disadvantaged pupils needs to be a priority.</p>															

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, Pupil Book Study and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
There will be a narrowed gap in attainment and progress between our disadvantaged pupils and their non-disadvantaged peers, in school and nationally.	By 2024/25 our disadvantaged pupils will reach the expected standard for their year group in reading, writing and maths. The attainment of Years 2 disadvantaged pupils will be in line with their non-PP peers. By 2024/25 more disadvantaged pupils will pass their Phonics Screening in Year 1 with less needing to retake the check in Year 2.
To ensure attendance of our disadvantaged children is in line with non-disadvantaged premium pupils.	The percentage of disadvantaged children's attendance will be at least 95%. Persistent absentees and lateness for all children will significantly reduce by 2024/25. Targeted support will be offered by PSA and PSW to work to increase attendance for disadvantaged pupils where concerns are raised.
To ensure there is high parental engagement with our parents of pupils entitled to PP funding.	Targeted support will be offered to parents in a range of areas such as: child behavioural support, physical and mental wellbeing, positive parenting skills, and parental SEN support
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, included ensuring that disadvantaged children are accessing enrichment activities.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of synthetic phonic books to support disadvantaged children to support reading at home and at school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3
Teacher CPD on the importance of feedback, cognitive overload and how to make learning stick in long term memory delivered by award winning author Mark Burns.	Providing feedback is well-evidenced and has high-impact on learning outcomes. (+ 6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	3, 4

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2

low spoken language skills.		
Trained support staff to deliver high quality 1:1 phonics tuition.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition +5 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Phonics has a positive impact overall (+ 5 months) With very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2, 3
High quality evidence based intervention delivered by class teachers and TAs	<p>The Education Endowment Fund (EEF) rates high quality feedback as one of the most effective interventions:</p> <p>High quality feedback +6 months</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition +5 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2, 3, 4
TA to provide training on speech and language programme used to diagnose communication and language needs, provide intervention and track progress.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Evidence shows that on average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 3

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>CPD course for TA's 'Building the foundations of good practice' VNET TA training.</p>	<p>Intervention sessions provided by teaching will be sharply focused on addressing gaps in learning and will enable disadvantaged pupils to catch up with their peers.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide free breakfast club provision for disadvantaged pupils. Ensuring that hunger isn't a barrier to learning. Support to feed disadvantaged families during lockdown.</p>	<p><a href="https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/">https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/</a></p> <p><a href="https://www.magicbreakfast.org.uk/magicbreakfastannualreportandaccounts2020.pdf">magicbreakfastannualreportandaccounts2020.pdf</a></p>	<p>6</p>
<p>Pastoral work provided for vulnerable children to ensure they can be successful in school. Improving the quality of social and emotional learning. ELSA trained staff deliver support</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school in later life. (e.g improved academic performance, attitudes, behaviour and relationships with peers)</p>	<p>4, 5</p>

<p>sessions for children struggling with mental health. Nurture groups run in school to support children through challenging periods.</p>	<p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Research shows that behaviour interventions can have 4+ months impact on pupils learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<p>Parent support advisor works with disadvantaged families to engage parents in their children's learning, to support through challenging times. To support parents getting their children in to school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Parental engagement is recognised as having great impact on improving outcomes for children.</p>	5, 6
<p>Free music lessons for disadvantaged children. Children have the opportunity to learn a musical instrument. Rock steady/music provision</p>	<p>Arts participation programmes can have a positive impact in academic outcomes in other areas of the curriculum. + 3 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4, 6

**Total budgeted cost: £ 88,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*