

LIANS Pupil premium strategy statement

This statement details our school's use of pupil premium 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	198
Proportion (%) of pupil premium eligible pupils	21% (42 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year – to be reviewed biannually
Date this statement was published	31.10.22
Date on which it will be reviewed	September 2023
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	£56,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,785

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 continue to 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. This slows progress in reading and writing in KS1.

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 745"> <thead> <tr> <th data-bbox="371 495 598 573">On entry ARE</th> <th data-bbox="598 495 802 573">Speaking</th> <th data-bbox="802 495 1003 573">Word reading</th> <th data-bbox="1003 495 1204 573">Writing</th> <th data-bbox="1204 495 1396 573">Number</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 573 598 658">All pupils</td> <td data-bbox="598 573 802 658">51% (29/57)</td> <td data-bbox="802 573 1003 658">26% (15/57)</td> <td data-bbox="1003 573 1204 658">28% (16/57)</td> <td data-bbox="1204 573 1396 658">32% (14/57)</td> </tr> <tr> <td data-bbox="371 658 598 745">Disadvantaged</td> <td data-bbox="598 658 802 745">9% (5/57)</td> <td data-bbox="802 658 1003 745">4% (2/57)</td> <td data-bbox="1003 658 1204 745">4% (2/57)</td> <td data-bbox="1204 658 1396 745">5% (3/57)</td> </tr> </tbody> </table>	On entry ARE	Speaking	Word reading	Writing	Number	All pupils	51% (29/57)	26% (15/57)	28% (16/57)	32% (14/57)	Disadvantaged	9% (5/57)	4% (2/57)	4% (2/57)	5% (3/57)
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Disadvantaged	9% (5/57)	4% (2/57)	4% (2/57)	5% (3/57)												
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils is affected by the difficulty to regulate emotions and behaviours. This impacts on their learning and others.</p> <p>It has also resulted in these 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"> - Lack of experiences outside the local area, mean that the gap in language acquisition and experiences continue to widen for disadvantaged pupils. - Lack of parental ability/numeracy and literacy skills to support their children with their learning at home 															
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Last year, disadvantaged attendance was 91%. Attendance remains a key priority for the whole school.</p> <p>The rate of persistently absent pupils has fallen but this remains high - 16% of disadvantaged pupils were 'persistently absent' last year. 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 in Nursery and Reception.	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. By the end of KS1, the gap between PP and non-PP pupils in speech and language has narrowed. % of PP pupils to achieve a GLD at the end of EYFS to be in line with their peers.
Plan and teach high quality phonics sessions, providing additional support where required.	76% (National average 2022 for all pupils) or more PP pupils to achieve the phonics standard at the end of Year 1.
Long term outcome: 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.	Through a well-developed, systematic, coherent and cumulative curriculum, the number of children who struggle is reduced. By 2024/25 the % of disadvantaged pupils reaching the expected standard will be in line with their peers 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. Parents of PP pupils to attend parent information events, online workshops and family learning sessions in school.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, included ensuring that disadvantaged	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

children are accessing enrichment activities.

- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £5,825

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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Introduce 'Talk for Writing' silver package over the next two years. (1 year cost allocated)	Providing feedback is well-evidenced and has high-impact on learning outcomes. (+ 6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Data and research shows that Talk for Writing schools, despite serving more challenging areas, attain at a significantly higher standard than the national average. The data demonstrates that since 2016, there has been an improving picture and the impact is not just in writing. https://www.talk4writing.com/about/does-talk-for-writing-work/	3, 4

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

Budgeted cost: £ 15,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff trained to deliver high quality 1:1 phonics tuition.	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:	2, 3

	<p>One to one tuition +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
TA to provide training on speech and language programme used to diagnose communication and language needs, provide intervention and track progress.	<p>Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after 10 weeks of intervention. Language delay can significantly impact children's attainment.</p> <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: Evidence shows that on average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3

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

Budgeted cost: £ 36,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/</p> <p>magicbreakfastannualreportandaccounts2020.pdf</p>	6
Pastoral work provided for vulnerable children to ensure	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school in later life.	4, 5

<p>they can be successful in school.</p> <p>Improving the quality of social and emotional learning. ELSA trained staff deliver support sessions for children struggling with mental health. Nurture groups run in school to support children through challenging periods.</p>	<p>(e.g improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Research shows that behaviour interventions can have 4+ months impact on pupils learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children’s social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</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 to experience music lessons. Children have the opportunity to learn a musical instrument. Rock steady/music provision Autumn Term</p>	<p>Arts participation programmes can have a positive impact in academic outcomes in other areas of the curriculum. + 3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4, 6

Total budgeted cost: £ 57,271

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.

Improved oral language skills and vocabulary among disadvantaged pupils in Nursery and Reception.

- At the start of Reception, there were no children (disadvantaged and non-disadvantaged) meeting ARE in all areas. For disadvantaged pupils, 23% were well below and 69% were below ARE.
- At the end of Reception, 46% of pupils achieved a GLD and this will be a priority for the school next year with a focus on writing as a key barrier for achieving this standard. Despite not reaching national levels, disadvantaged children in reception made excellent progress from very low starting points.
- In the area of speaking, 77% of children achieved ARE at the end of the year, compared to 15% at the start of the year.
- As a result of targeted intervention including WellComm and Talk Boost, there was a significant improvement in the oral language skills for pupils eligible for PP in the Reception classes.

Plan and teach high quality phonics sessions, providing additional support where required.

- The school has continued to provide high quality phonics teaching throughout the school with rigorous monitoring and support for children over the year.
- Improvement in this area will continue to remain a priority across the school. Fidelity to Read, Write Inc will continue as in-school data shows that children make rapid progress despite extremely low starting points through this scheme.
- In Read, Write Inc, 66% of pupils at yellow group or above at the start of the summer term in comparison with 31% at the start of the autumn term.

RWI Group	1a/b	1c	Ditty	Red	Green	Purple	Pink & Orange	Yellow	Blue & grey	Literacy & Language group
Start Autumn (101 pupils)	5 5%	4 4%	15 14%	10 9%	2 2%	14 13%	26 24%	13 12%	12 11%	9 8%
Start Summer (121 pupils)	2 2%	0 0%	0 0%	2 2%	9 7%	9 7%	19 16%	15 12%	46 38%	19 16%

To ensure attendance of our disadvantaged children is in line with non-disadvantaged premium pupils.

- Attendance remains a key priority for the whole school. Attendance last year for the whole school was 93%, with persistent absence extremely high at 16%. For disadvantaged pupils, attendance for the year was 91%, with persistent absence in line with non-disadvantaged pupils at 16%.
- Moving forward, the school will work with other schools locally and within the trust to review the provision for PP families and to explore other initiatives to support these families such as

increased promotion of breakfast club and the introduction of a walking bus in order to improve attendance to at least 95% and in line with national averages.

There will be a narrowed gap in attainment and progress between our disadvantaged pupils and their non-disadvantaged peers, in school and nationally.

- Outcomes for PP pupils in reading, writing and mathematics at the end of KS1 were below national expectations. In Year 2 and across the school, we are continuing to rapidly undoing the damage that was done by lost school time in 2020 and 2021.

Lionwood Infant All pupils	EYFS GLD %	Phonic Year 1 %	Phonic Year 2 %	KS1 Read EXS+ %	KS1 Read GD %	KS1 Write EXS+ %	KS1 Write GD %	KS1 Maths EXS %	KS1 Maths GD %	KS1 Comb. EXS %	KS1 Comb. GD %
2022 National	65	76	76	67	18	58	8	68	15	54	6
2022 Norfolk	65	76	71	65	17	53	6	65	13	47	4
2022 Whole School	71	67	76	67	19	53	6	63	17	49	6
2022 Disadvantaged	46	57	64	55	9	42	6	58	12	36	6

To ensure there is high parental engagement with our parents of pupils entitled to PP funding.

- PSA and PSW have supported 76% (62/82) disadvantaged families during the 2021/22 academic year. This has been varied support such as advising with housing issues, financial issues, separation and divorce, bereavement and domestic violence. Our PSA has led or attended FSP (Family Support Plan) and Section 17 meetings and reviews. Our PSA also works at the feeder junior school so this provides extra stability for our families.
- Parent/carer attendance at school events increased significantly beyond post-pandemic levels.

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.

- In reception, there was a focus on PSED and SLCN areas in the autumn term, establishing routines and settling in the children, which led to a significant increase of children achieving ARE in these areas over the year. Some areas related to PSED are now >80% as a result of weekly Life Skills lessons, targeted pastoral support and careful identification of individual needs by the staff and the subsequent interventions that were put in place.

Area of learning	ARE - start of reception	ARE – end of reception
Self-regulation	23%	85%
Managing self	8%	85%
Building relationships	15%	92%

- Sports Clubs have been made available for all pupils at no cost.
- ___ pupils received targeted support through ELSA sessions.

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

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.