

# Chorlton Park Primary School

## Pupil Premium Strategy Statement 2018/19

Summary information					
School	Chorlton Park Primary School				
Academic Year	2018/19	Total PP budget	£191,283	Date of most recent PP Review	n/a
Total number of pupils	700	Number of pupils eligible for PP	134	Date for next internal review of this strategy	Sept 2019

Current Attainment								
	2016		2017		2018		National average 2018	
Year 6	ALL	Dis	ALL	Dis	ALL	Dis	ALL	Non Dis
Expected RWM	60%	44%	63%	47%	72%	50%	64%	70%
Reading	71%	53%	64%	53%	85%	63%	75%	80%
Writing	84%	78%	78%	68%	83%	58%	78%	83%
Maths	72%	63%	75%	60%	80%	63%	76%	81%
Expected progress								
	2016		2017		2018		National average	
Year 6	ALL	Dis	ALL	Dis	ALL	Dis	ALL	Dis
Reading	1.27	-0.22	-0.92	-3.38	2.21	-0.1	0.31	
Writing	1.63	1.4	0.09	-1.98	0.74	-0.9	0.24	
Maths	0.74	-0.39	-1.26	-2.85	0.65	0.42	0.31	

KS1								
	2016		2017		2018		National average 2018	
Year 2	ALL	Dis	ALL	Dis	ALL	Dis	ALL	Dis
Reading	88.9%	76.2%	81.1%	85%	76.7%	66.7%	75.4%	
Writing	80%	61.9%	80%	75%	73.3%	55.6%	69.9%	
Maths	87.8%	76.2%	82.2%	70%	78.9%	66.7%	76.1%	
Year 1 Phonics	87.8%	87.5	81.1%	37.5%	85.6%	64.7%	83%	

EYFS								
	2016		2017		2018		National average 2018	
Reception	ALL	Dis	ALL	Dis	ALL	Dis	ALL	Dis
GLD	71.1%	33.3%	68.9%	50%	71.9%	83.3%	71.5%	

Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Poor oral language skills leading to lower outcomes in reading and writing in EYFS.
<b>B.</b>	Lower attainment in writing for disadvantaged pupils, with a gap of 18% in writing for current Year 5. Overall Year 2 – Year 6 attainment gap averages 12%.
<b>C.</b>	Significant gap in Year 2 R 20% W 24% M 21%, Year 5 R 17% W 18% M 22%
<b>D.</b>	Range of additional needs that impact on children’s concentration, metacognition and self-regulated learning in school including attachment, learning difficulties, childhood trauma.
<b>External barriers</b>	
<b>E.</b>	Punctuality for some families - Developing a positive school ethos with certain targeted children requiring specific support in engagement in learning. PA for current Year 6 disadvantaged pupils will be below national.

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased rates of progress from starting points for children in nursery and those new to Reception, focusing on the Communication and Language and the Specific Learning goals.	From baseline assessments, disadvantaged children and children with English as an additional language make good progress and achieve in all areas and accelerated progress if they have started below that of their peers
<b>B.</b>	Improve rates of progress towards end of year expectations for writing across school. Higher rates of progress for disadvantaged children, ensuring more achieve combined Reading, Writing and Maths at the KS2, KS1 and Reception	The percentage of children who achieve the combined Reading, Writing and Maths Age Related Expectations will increase. <b>By the end of KS1 and KS2 at least national average is achieved for disadvantaged learners.</b>
<b>C.</b>	The gap between disadvantaged pupils and non- disadvantaged pupils continues to narrow.	For some children an improved rate of progress will be significant evidence of a change in retention and application of learning. This will be closely monitored at Pupil Progress meetings with the ongoing aim to diminish the difference.
<b>D.</b>	Improved learning skills from starting points resulting in improved self-esteem, metacognition and engagement.	Teachers will have the skills to support children with a range of additional needs. Children will have an improved ability to work independently. This will result in improved outcomes and diminish the difference.
<b>E.</b>	Punctuality of pupils eligible for PP will improve.	Reduce the number of 'lates' among pupils eligible for PP. Overall disadvantaged attendance improves to 96% or better in line with 'other' pupils.

Planned expenditure					
Quality of 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	Review
<p><b>Improved learning skills from starting points resulting in improved self-esteem, metacognition and engagement.</b></p> <p>Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions.</p>	<p>Inclusion team to deliver training pertaining to specific identified need to whole staff :</p> <ul style="list-style-type: none"> <li>• Speech and Language</li> <li>• Emotional and social</li> <li>• Attachment</li> <li>• Training courses for teachers to improve the quality of teaching and learning.</li> </ul> <p>SENDCo to work with class teachers to support individual need.</p> <p>The Learning mentor to work with identified children on bespoke intervention/nurture programs.</p> <p>Social skills / nurture groups run to support additional needs.</p> <p>Play therapist to work with identified children to develop improved learning behaviours and resilience for learning.</p> <p>Staff training/CPD identifying and addressing need.</p> <p>Thinc.Room trained staff to deliver individualised programmes to identified pupils.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.</p> <p>High quality 1:1 sessions with identified children will show increased attainment and progress.</p> <p>The EEF and Ofsted identify that early intervention with families is considered best practice.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Improved Learning behaviours will be evidenced in classroom lesson studies/ learning walks.</p> <p>Review meetings as per external agency rationale, e.g. Early help Plans.</p> <p>Reinforced with internal school based reviews via SLT, supervision and PPM.</p>	<p>Class teachers</p> <p>Inclusion team</p> <p>Play therapist</p>	<p>Feb 2019</p>

	Parent courses delivered to identified families to help provide a range of strategies to use with children 'Understanding Children's Behaviour'				
<b>Total budgeted cost</b>					£54,170
<b>2.Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
<b>A.</b> <b>Development of communication and language approaches across Early Years through explicitly planned talking, verbal expression, modelling language and reasoning through guided interaction.</b>	<p>Employ additional member of staff to deliver speech and language intervention.</p> <p>AHT to work with identified children on early reading and language acquisition once a week.</p> <p>Supporting parents to support children's learning:</p> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Parent courses</li> <li>• Families Connect</li> <li>• EAL</li> <li>• Stay and Play</li> </ul> <p>High CLL focus in all areas across the continuous provision.</p>	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality first teaching is an effective way to improve attainment	<p>GLD will increase. The % of children achieving in line with national for Reading and writing will increase.</p> <p>Lesson study will evidence explicit teaching of talking, verbal expression and modelling of language.</p> <p>Lesson observations will evidence consistently good and better quality First teaching.</p>	<p>Early Years leads</p> <p>English lead</p> <p>Maths lead</p> <p>Class teachers</p>	Feb 2019
<b>B.</b> <b>Higher rates of progress in writing across school for pupils eligible for PPG.</b>	<p>Staff training on quality modelled writing</p> <p>Speech and language input for vocabulary extension – 'Mr Word'</p> <p>Extra members of staff employed to work with identified pupils.</p>	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as identified by the EEF Toolkit. (+4 months)	<p>End of year results will increase.</p> <p>Extra members of staff to champion pupils eligible for PP.</p> <p>Termly Pupil Progress meetings will track and monitor children</p>	<p>English lead</p> <p>All staff</p>	Feb 2019

	<p>Intervention for identified pupils termly following pupil progress meetings:</p> <ul style="list-style-type: none"> <li>• Extra writing opportunities, planning based on curriculum gaps.</li> <li>• Extra modelled writes</li> </ul> <p>Feedback marking and writing conferences held with identified pupils.</p>	<p>Feedback marking, as identified by EEF Toolkit, is proven to help make 9 months gain, if used effectively.</p>	<p>who are at risk of not meeting expected standard.</p> <p>Impact overseen by AHTs/English lead.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p>		
<p><b>C.</b> <b>The gap between disadvantaged pupils and non-disadvantaged pupils continues to narrow.</b></p>	<p>Pupil progress meetings places emphasis on maintaining prior attainment as key priority. Intervention provision streamlined to ensure it is needs led, targeted and SMART:</p> <ul style="list-style-type: none"> <li>• Maths – same week intervention</li> <li>• Extra guided reads/1:1 reading</li> <li>• Inference reading /Lexia</li> <li>• Writing conferences</li> <li>• TT Rock stars</li> <li>• Play bags</li> </ul> <p>Pupil progress meetings identify appropriate intervention to maximise narrowing the gap.</p> <p>Additional staff recruited to work with Early Years, Year 2/3 and Year 5/6.</p> <p>Homework support packs for children with English as an Additional Language</p>	<p>Pupils eligible for PP are making less progress than other pupils. We want to ensure that PP pupils can achieve expected attainment as well as some achieving exceeding standards. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as identified by the EEF Toolkit.</p> <p>Feedback marking, as identified by EEF Toolkit, is proven to help</p>	<p>End of year results will increase.</p> <p>Pupil progress meetings will focus on PP children, using end of Rec / KS1 data as a benchmark for expected attainment and progress.</p> <p>Class teachers and AHTs identify target and track children who fall into ‘vulnerable’ groups.</p> <p>There will be an expectation that all children and families will be following the Year group non-negotiables for basic skills for home learning.</p> <p>There will be an increased engagement from identified target families</p>	<p>Class teachers</p> <p>AHTs/HTs</p> <p>Inclusion team</p>	<p>Feb 2019</p>

	<p>Maths and English leads to work with years groups where gap between DIS and ALL is significant (Year 2 and 5) The English lead to coach staff in order to deliver high quality teaching of reading strategies and skills.</p> <p>Before and after school booster clubs:</p> <ul style="list-style-type: none"> <li>• TT Rock stars</li> <li>• Spellodrome</li> </ul> <p>SLT /CTs to discuss needs of PP children with Inclusion team and pastoral staff to ensure that Early Help is identified and implemented promptly.</p> <p>Non- negotiables for each year group in reading, writing and maths is clearly identified and communicated to parents.</p> <p>Support home learning of basic reading, writing and maths skills by providing basic skills workshops for parents.</p> <p>Opportunities for parents to develop appropriate skills to assist their children’s learning are provided through a range of parenting courses as appropriate.</p>	<p>make 9 months gain, if used effectively.</p> <p>Peer tutoring, as identified by EEF Toolkit, is proven to help make 8 months gain, if used effectively.</p> <p>The EEF and Ofsted identify that early intervention with families is considered best practice.</p> <p>As a school we have found it beneficial to build relationships with parents and families as soon as possible. By doing so, support can be targeted accordingly.</p>			
<b>Total budgeted cost</b>					£134,500

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	Review
<b>E. Improved punctuality for disadvantaged pupils.</b>	<p>Attendance worker to monitor pupils who are persistently late. Work with families to address barriers.</p> <p>Run a breakfast club for identified pupils.</p> <p>Introduce a new system of rewards across school for attendance.</p> <p>Parental engagement of parents.</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>NfER briefing for school leaders identifies addressing attendance and punctuality as a key step.</p>	<p>Thorough briefing of attendance worker about existing absence/ punctuality issues.</p> <p>HT, support worker, AHTs etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	HT/ Attendance and Family worker	Feb 2019
<b>Total budgeted cost</b>					£10,000