

# Chorlton Park Primary School

## Review of expenditure 2017/2018

1. Summary information				
<b>School</b>	Chorlton Park Primary School			
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£209,347	
<b>Total number of pupils</b>	700	<b>Number of pupils eligible for PP</b>	145	

Results 2017/18 KS2								
	2016		2017		2018		National average 2018	
Year 6	ALL	Dis	ALL	Dis	ALL	Dis	ALL	Dis
<b>Expected RWM</b>	60%	44%	63%	47%	72%	50%	64%	70%
<b>Reading</b>	71%	53%	64%	53%	85%	63%	75%	80%
<b>Writing</b>	84%	78%	78%	68%	83%	58%	78%	83%
<b>Maths</b>	72%	63%	75%	60%	80%	63%	76%	81%
% expected progress								
	2016		2017		2018		National average 2018	
Year 6	ALL	Dis	ALL	Dis	ALL	Dis	ALL	Dis
<b>Reading</b>	1.27	-0.22	-0.92	-3.38	2.21	-0.1	0.31	
<b>Writing</b>	1.63	1.4	0.09	-1.98	0.74	-0.9	0.24	
<b>Maths</b>	0.74	-0.39	-1.26	-2.85	0.65	0.42	0.31	

Results 2017/18 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%	

Results 2017/18 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%	

### 1. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact on progress and attainment of eligible pupils	Comments																																																																
D. Teachers will have a better understanding of children's barriers to learning and children will fully engage in the curriculum to make good progress	<ul style="list-style-type: none"> <li>Training courses for teachers to improve the quality of teaching and learning.</li> <li>The Maths lead to support the delivery and teaching of Maths No Problem in Years 3,5,6 and 6. The English lead to coach staff in order to deliver high quality teaching of reading strategies and skills.</li> <li>Whole school reading inference training delivered.</li> <li>Inclusion team to deliver training pertaining to specific identified need to whole staff ie:               <ul style="list-style-type: none"> <li>Dyscalculia</li> <li>Speech and Language</li> </ul> </li> </ul>	<table border="1"> <thead> <tr> <th></th> <th></th> <th>ALL</th> <th>DIS</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Y1</td> <td>R</td> <td>81</td> <td>61</td> </tr> <tr> <td>W</td> <td>81</td> <td>57</td> </tr> <tr> <td>M</td> <td>82</td> <td>61</td> </tr> <tr> <td rowspan="3">Y2</td> <td>R</td> <td>77</td> <td>67</td> </tr> <tr> <td>W</td> <td>73</td> <td>56</td> </tr> <tr> <td>M</td> <td>79</td> <td>67</td> </tr> <tr> <td rowspan="3">Y3</td> <td>R</td> <td>87</td> <td>91</td> </tr> <tr> <td>W</td> <td>81</td> <td>78</td> </tr> <tr> <td>M</td> <td>82</td> <td>74</td> </tr> <tr> <td rowspan="3">Y4</td> <td>R</td> <td>86</td> <td>69</td> </tr> <tr> <td>W</td> <td>80</td> <td>62</td> </tr> <tr> <td>M</td> <td>80</td> <td>58</td> </tr> <tr> <td rowspan="3">Y5</td> <td>R</td> <td>87</td> <td>77</td> </tr> <tr> <td>W</td> <td>83</td> <td>73</td> </tr> <tr> <td>M</td> <td>87</td> <td>77</td> </tr> <tr> <td rowspan="3">Y6</td> <td>R</td> <td>85</td> <td>63</td> </tr> <tr> <td>W</td> <td>83</td> <td>58</td> </tr> <tr> <td>M</td> <td>80</td> <td>63</td> </tr> </tbody> </table>			ALL	DIS	Y1	R	81	61	W	81	57	M	82	61	Y2	R	77	67	W	73	56	M	79	67	Y3	R	87	91	W	81	78	M	82	74	Y4	R	86	69	W	80	62	M	80	58	Y5	R	87	77	W	83	73	M	87	77	Y6	R	85	63	W	83	58	M	80	63	<p>Year on year the gap between 'all' and 'disadvantaged' is narrowing. However, the gaps, particularly in current Year 2 and Year 5 is still significant, an average of 20%. This will be tackled in 2018/19 PP strategy.</p> <p>The Maths and English Leads will continue to support quality first teaching and FFT reading in Years 1 and 2 will continue to be a priority.</p>
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2.Targeted support																					
Desired outcome	Chosen action / approach	Impact on progress and attainment of eligible pupils	Comments																		
<p><b>A.</b> Higher rates of progress in maths and reading for Year 6 pupils eligible for PP.</p>	<ul style="list-style-type: none"> <li>• Extra member of staff employed to work with identified pupils.</li> <li>• Daily same day intervention sessions for maths.</li> <li>• Additional Guided read reading comprehension sessions.</li> <li>• Feedback marking</li> <li>• Intervention planning based on curriculum gaps.</li> <li>• Cracking comprehension implemented and used weekly.</li> <li>• Inference intervention groups for targeted identified children x2 weekly</li> <li>• Lexia sessions x2 weekly</li> <li>• Additional support from maths TLR</li> <li>• with planning for mastery and greater depth</li> <li>• Peer tutoring</li> </ul>	<table border="1" data-bbox="1032 312 1585 427"> <thead> <tr> <th>Progress</th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2.21</td> <td>-0.1</td> </tr> <tr> <td>Maths</td> <td>0.65</td> <td>0.42</td> </tr> </tbody> </table> <table border="1" data-bbox="1032 469 1585 584"> <thead> <tr> <th>Attainment</th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>84%</td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>79%</td> <td>63%</td> </tr> </tbody> </table> <p>Intervention and provision are planned for specific children using data analysis and teacher judgement. Teacher led intervention, well pre-learning, writing conferences, extra guided reads and hearing vulnerable readers.</p>	Progress	All	Dis	Reading	2.21	-0.1	Maths	0.65	0.42	Attainment	All	Dis	Reading	84%	63%	Maths	79%	63%	<p>Half termly data collection and Pupil. Progress meetings with all Y6 staff and English and Maths Leads leadership has increased knowledge of pupil premium children, starting points and progress.</p> <p>Class-teacher led interventions have accelerated progress and led to better outcomes.</p> <p>New initiatives – Cracking Comprehension and Reading Inference training have had impact, this will continue to be rolled out next year.</p>
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<p><b>B.</b> Increased rates of progress from starting points for children new to Reception, focusing on the Specific Learning goals.</p>	<ul style="list-style-type: none"> <li>• Employ additional member of staff to deliver additional guided reads and writing intervention programme.</li> <li>• Introduce fine motor skills early morning session – Dough Disco.</li> <li>• Deliver Maths mastery training to all EYFS staff in order that Quality First Teaching is delivered.</li> <li>• High CLL focus in all areas across the continuous provision.</li> </ul>	<p>Specific Learning Goals:</p> <table border="1" data-bbox="1032 999 1585 1114"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>66</td> <td>60</td> <td>72</td> </tr> <tr> <td>Disadvantaged</td> <td>44</td> <td>36</td> <td>75</td> </tr> </tbody> </table>		2016	2017	2018	All	66	60	72	Disadvantaged	44	36	75	<p>Training focussed on Speech and Language (Delivered by the Speech Therapist and Educational Psychologist) had led to increased knowledge in how children acquire spoken language and how to support children develop spoken language. CPD for all EYFS staff concentrated on how to improve interactions with children in all areas, including the continuous provision – using the ECAT approach. All has led to increased practitioner knowledge.</p>						
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All	66	60	72																		
Disadvantaged	44	36	75																		

<p><b>C.</b>  <b>Higher rates of progress for disadvantaged children across school resulting in an increase % reaching the expected standard in RWM by July 2018.</b></p>	<ul style="list-style-type: none"> <li>• High focus placed on maintaining prior attainment during pupil progress meetings.</li> <li>• Pupil progress meetings identify appropriate intervention to close the gap.</li> <li>• Same day intervention for maths.</li> <li>• Half termly data collection to monitor progress.</li> <li>• Additional staff employed to work with Year 5/6 and Year 2/3.</li> <li>• Before and after school booster clubs.</li> <li>• SLT /CTs to discuss needs of PP children with Inclusion team</li> <li>• and pastoral staff to ensure that Early Help is put in place as soon as possible.</li> <li>• Support home learning of basic reading, writing and maths skills by providing basic skills workshops for parents.</li> <li>• Non- negotiables for each year group around home learning is clearly established and communicated to parents.</li> <li>• Parenting skills - Families identified and put forward for parenting courses as appropriate.</li> </ul>	<p>Attainment</p> <table border="1" data-bbox="1032 172 1585 376"> <thead> <tr> <th>Year 6</th> <th>ALL</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Expected RWM</td> <td>72%</td> <td>50%</td> </tr> <tr> <td>Reading</td> <td>84%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>83%</td> <td>58%</td> </tr> <tr> <td>Maths</td> <td>79%</td> <td>63%</td> </tr> </tbody> </table> <p>Progress</p> <table border="1" data-bbox="1032 488 1585 624"> <thead> <tr> <th>Year 6</th> <th>ALL</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2.21</td> <td>-0.1</td> </tr> <tr> <td>Writing</td> <td>0.74</td> <td>-0.9</td> </tr> <tr> <td>Maths</td> <td>0.65</td> <td>0.42</td> </tr> </tbody> </table>	Year 6	ALL	Dis	Expected RWM	72%	50%	Reading	84%	63%	Writing	83%	58%	Maths	79%	63%	Year 6	ALL	Dis	Reading	2.21	-0.1	Writing	0.74	-0.9	Maths	0.65	0.42	<p>This time has ensured that Pupil Premium is tracked consistently and effectively through school, ensuring each child has access to intervention and provision to support learning and social skills / well-being.</p> <p>Half termly data collection and specific leadership has increased knowledge of pupil premium children, starting points and expectations.</p> <p>Interventions have been successful. However, where interventions have been disturbed by cover needs, this has impacted negatively on the results.</p> <p>Parent courses have supported parents to be able to support their children at home more effectively. Families Connect in EYFS has supported play in the Early Years. Confident Parent, Confident Child has supported parents with general parenting techniques and Parents New to English has supported. Parents in their acquisition of English.</p>
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<p><b>D.</b>  <b>Low attainment for PP children across school, with specific focus for current Year 4 in Reading, Writing and Maths. SEND is a barrier for this group (30% of this group are also SEND)</b></p>	<ul style="list-style-type: none"> <li>• SENDCo to work with class teachers to support individual need.</li> <li>• Learning mentor to work with identified children.</li> <li>• Social skills / nurture group to support additional needs.</li> <li>• Targeted interventions - maths, reading, Lexia</li> <li>• Play therapist to work with identified children to develop improved learning behaviours and resilience for learning.</li> </ul>	<p>Year 4 Results</p> <table border="1" data-bbox="1115 172 1585 322"> <tr> <td></td> <td>All</td> <td>SEND</td> </tr> <tr> <td>Reading</td> <td>86</td> <td>50</td> </tr> <tr> <td>Writing</td> <td>80</td> <td>28</td> </tr> <tr> <td>Maths</td> <td>80</td> <td>44</td> </tr> </table> <p>SDQ scores show that children have made good progress in their behaviour for learning and their ability to stay within the class setting and access whole class learning.</p>		All	SEND	Reading	86	50	Writing	80	28	Maths	80	44	<p>Inclusion Team has enabled the school to connect different areas of specialism (SENCO, Family worker, learning Mentor, play therapist) across the school led by the SENCO and assistant head. This has enabled the children’s needs to be analysed quickly and impact measured has evidenced improvements, attendance improvements as well as reduction in SDQ scores. This approach will be continued and further developed into year 5.</p>
	All	SEND													
Reading	86	50													
Writing	80	28													
Maths	80	44													

### 3. Other approaches

Desired outcome	Chosen action/approach		Comments																								
<p><b>E.</b>  <b>Increased attendance rates for disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>• Part time attendance worker employed to monitor pupils and follow up quickly on absences.</li> <li>• Conduct home visits</li> <li>• Run ICT breakfast club for identified pupils.</li> <li>• Introduce a new system of rewards across school for attendance.</li> <li>• First day response provision.</li> <li>• Parental engagement of parents.</li> </ul>	<table border="1" data-bbox="1034 730 1585 842"> <tr> <td></td> <td>2016</td> <td>2017</td> <td>2018</td> </tr> <tr> <td>All</td> <td></td> <td></td> <td>3.61%</td> </tr> <tr> <td>Disadvantaged</td> <td></td> <td></td> <td>4.47%</td> </tr> </table> <table border="1" data-bbox="1034 880 1585 1024"> <tr> <td></td> <td>No. of pupils</td> <td>% absence</td> <td>%PA</td> </tr> <tr> <td>All</td> <td>696</td> <td>3.61</td> <td>4.53</td> </tr> <tr> <td>Disadvantaged</td> <td>134</td> <td>4.47</td> <td>8.87</td> </tr> </table>		2016	2017	2018	All			3.61%	Disadvantaged			4.47%		No. of pupils	% absence	%PA	All	696	3.61	4.53	Disadvantaged	134	4.47	8.87	<p>Measures in place have clearly impacted – mainly on the % absence.</p> <p>New system was put into place throughout the year which tightened up a weekly look at group attendance and specific children within the groups then actions as needed– the attendance worker has been relentless in her following up of absences and penalty notices have been used with good effect.</p> <p>Next Year the family worker will work with specific families to improve PA.</p>
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Action/Spend Area	Cost
<b>Whole school</b>	
Attendance monitoring and support, including the funding of an Attendance and Family worker to work with families where there are concerns with punctuality and attendance. To support families with other barriers/concerns that may be impacting on achievement within school.	£8,039
Inclusion Team assist class teachers to identify and support individual pupils needs.	£8,626
Additional Speech and Language Therapy to support the delivery of programmes for children and providing training and support for teachers.	£8,000
Play Therapist and Learning mentors to support specific pupils who receive pupil premium and also have additional needs.	£12,500
Social & Emotional Aspects of Learning groups, staff training to support delivery of weekly sessions for identified children.	£3,840
Mathletics/Spelladrome a programme aimed at developing number fluency. Before school 'clubs' for eligible children.	£1,282
Support with funding Music tuition and Wider Opportunities music provision. To provide all children with an equal opportunity to music provision to improve self-confidence, peer interaction and perseverance.	£1,500
Enrichment activities including Rhythm and Rhyme, visit to the theatre, Polka Dots music lessons, workshops and drama activities.	£1,500
Extended school activities, clubs and trips.	£1,500
<b>EYFS</b>	
A Teaching Assistant in EYFS to provide targeted support for pupil premium children in classes and in smaller groups.	£19,349
Manchester City coaches working with reception classes on PSED	£500
Training within the Early Years to ensure the quality of teaching and provision.	£1,288
Training to develop practitioner conversations with children in continuous provision	£1200
<b>KS1</b>	
Teaching Assistants in Year 1 and Years 2 to provide targeted support for pupil premium children in class and in small groups. To ensure that eligible children make accelerated progress from their individual starting point.	£19,742
Small group intensive phonic support	£7,300
1:1 and small group intensive reading support, during lesson time and after school 'boosters'.	£17,372
Additional teacher to work with children on Maths and English	£7,400
<b>KS2</b>	
Teaching Assistants in Year 3/4/5 to provide targeted support for pupil premium children in class and in small groups and related training (Inference).	£15,820
Additional teaching staff in Upper Key Stage 2	£35,000
Specialist maths teacher. All targeted Y6 children to achieve L4 in maths.	£12,448
Training and resources for 'Cracking Comprehension' and 'in-class' support	1,500
Lexia Reading Intervention, to provide an individualised program to tackle specific difficulties in literacy and boost underachieving children in reading	£748
Two teaching assistants to work with children with identified dyslexic difficulties providing an individualised program to tackle specific difficulties in literacy and boost underachieving children in reading.	£24,000
Support with funding residential trips	£1,500
<b>Total</b>	<b>£211,954</b>