

## 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	Chorlton Park Primary School
Number of pupils in school	677
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021/ 2021-2022 (Updated) / 2022-2023
Date this statement was published	September 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Jo Ashcroft
Pupil premium lead	Stef Habershon and Meryl Blackburn
Governor / Trustee lead	Hazel Remeika

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 178,885.00
Recovery premium funding allocation this academic year	£21,750
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	£200,635.00

## Part A: Pupil premium strategy plan

### Statement of intent

<b>Pupil Premium Strategy Aims</b>
<ul style="list-style-type: none"> <li>• To reduce the attainment gap between disadvantaged pupils and their peers.</li> <li>• To support the well-being and mental health of all our pupils during and following this disrupted period in their lives.</li> <li>• To raise the attainment of all pupils to close the gap created by Covid-19 school closures.</li> </ul>
<b>Guiding Principles for our Strategy</b>
<ul style="list-style-type: none"> <li>• We will teach a broad and balanced curriculum in all subjects to all our children, including learning from enrichment and wider experiences, such as educational visits and visitors to the school.</li> <li>• We are committed to evidence-informed practice and will base all decisions relating to Pupil Premium upon robust evidence and professional expertise.</li> <li>• We will base any intervention on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place.</li> <li>• Our Covid Recovery strategy will align with our Pupil Premium Strategy and whole School Development Plan and should be read alongside these two documents, as part of the whole school strategy.</li> </ul>
<b>Evidence Informed Tiered Model</b>
<p>We will be utilising the EEF's recommended Tiered Planning Model to target recovery provision in the following areas:</p> <ul style="list-style-type: none"> <li>• Quality first teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches, including:</li> <li>• Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up'. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.</li> <li>• Wider support – these strategies will focus upon 'levels to attainment' including: mental health and emotional well-being; learning behaviours and social and emotional learning; attendance and punctuality; and family support.</li> </ul>

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills leading to lower outcomes
2	Poor metacognition and self-regulation leads to lower attainment in reading, writing and maths.
3	Lack of reading beyond the classroom, poor fluency and comprehension skills.
4	A range of additional needs that impact on children's concentration in school including SEND, attachment and childhood trauma.
5	Gaps in learning due to Covid-19

## 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 metacognition strategies result in greater retention of learning.	Children become more self-regulated learners. This will result in improved outcomes and diminish the difference.
Increased rates of progress from starting points for children in nursery and those new to Reception and Y1 focusing on Communication and Language, reading, writing and phonics.	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
Increase in the number of disadvantaged learners achieving combined (reading, writing and maths) expected levels by accelerating progress through each key stage.	The % of disadvantaged learners achieving 'Age Related Expectations' by the end of Reception, KS1 and combined at the end of KS2 is at least in line with national comparators.

Disadvantaged learners achieving greater depth in all subjects at least in line with other disadvantaged learners nationally and closing the gap with national greater depth averages	The % of disadvantaged learners achieving greater depth in reading, writing and maths scores at KS1 and KS2 is in line with the national comparators.
Children that had gaps in learning from the extended period of time off school will have made significant progress.	The gap will be diminished.

## 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: £ 94,726

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To use the language and strategies of metacognition to improve children's retention throughout school.</b>		
CPD for all staff in understanding memory, metacognition and cognitive science research. All staff understand the research and evidence base around cognitive science and memory. <ul style="list-style-type: none"> <li>• Implement: retrieval practices, spaced practice, activating prior knowledge, application of Cognitive Load Theory.</li> <li>• Curriculum design – the curriculum is spaced in line with the evidence base with regular opportunities for retrieval; all essential knowledge is identified and prioritised for long term learning.</li> </ul>	Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning">https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning</a>  EEF Toolkit recommendations: <ul style="list-style-type: none"> <li>• <i>Teachers acquire the professional understanding and skills to develop pupil's metacognitive knowledge.</i></li> <li>• <i>Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.</i></li> </ul>	2 5

<ul style="list-style-type: none"> <li>Strategies implemented in every classroom to support pupils.</li> <li>Activating prior knowledge used consistently by all teachers, for all new learning/challenges/problem solving.</li> </ul>	<ul style="list-style-type: none"> <li><i>Teachers promote and develop metacognitive talk in the classroom.</i></li> </ul> <p><i>Explicitly teach pupils how to organise and effectively manage their learning independently</i></p>	
<p><b>To ensure that all pupils will leave our school with higher levels of spoken and written language. Increased rates of progress from baseline for children in Nursery – Yr1, focusing on communication and language, particularly focussing on disadvantage and EAL.</b></p>		
<p>All staff to model the use of high-quality academic vocabulary in their classroom practice using Alex Quigley’s ‘Closing the Vocabulary Gap’ Framework and ‘Word Aware’</p> <ul style="list-style-type: none"> <li>All teaching staff attend the ‘Research to teaching’ seminar led by Alex Quigley.</li> <li>All staff to attend ‘Word Aware’ training and use of Word Aware consistently across school to develop children’s vocabulary.</li> <li>In EYFS language is supported by the Hanen Project and Nuffield Early Language Intervention (NELI).</li> <li>Use of interventions to ‘Pre-teach’ Tier 2 and 3 words before books are introduced to the whole class.</li> </ul> <p>Staffing: 1 TA in reception (17,098)</p>	<p>Research done by the EEF shows that “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.”</p> <p>NELI children made an average of 3 additional month’s progress in language. This result has a very high security rating: 5/5 on the EEF padlock scale.</p> <p><a href="https://educationendowmentfoundation.org.uk/covid-19-resources/neli">https://educationendowmentfoundation.org.uk/covid-19-resources/neli</a></p>	1
<p><b>To improve reading outcomes from Reception to Year 6, particularly focussing on disadvantage and EAL.</b></p>		
<p><b><u>Training:</u></b></p> <ul style="list-style-type: none"> <li>CPD for all staff in whole class guided reading/comprehension skills</li> <li>Researching best practice and review current provision and resources for phonics. Phonics CPD for all staff on ‘Little Wandle, Letters and Sounds’ and introduce the approach into R – Y1 (£1250)</li> <li>Enhance resources to compliment provision. (More phonic decodable books) (£3455.33)</li> <li>Training for staff in new interventions BR@P/FFT</li> </ul> <p>Staffing: 1 teacher and 7 TAs</p>	<p>Cultural capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress. Using high quality texts will ensure that all children have access to quality literature.</p> <p>The EEF use the Scarborough’s Reading Rope to provide a model to illustrate reading, by likening it to a rope comprised of multiple strands. Word recognition and language comprehension are the two main strands composed of several sub-strands that through teaching and practice become increasingly more strategic, automatic, and coordinated. Reading Comprehension Strategies have an EEF 4 padlock rating and can accelerate learning by +6 months.</p>	3

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

Budgeted cost: £64,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted Covid Catch up and Disadvantaged Pupils interventions in English and Maths.</b>		
<p>Collaborative review of evidence base/impact measures for possible intervention strategies.</p> <p>Review assessment practices – interrogate data effectively to precisely identify the focus of intervention.</p> <ul style="list-style-type: none"> <li>• Oracy: Speech and Language: NELI</li> <li>• Maths: Same day intervention led by teachers</li> <li>• Reading: 1:1 reading; additional small group guided reading;</li> <li>• BRP (Boosting Reading @ Primary)</li> <li>• Writing: Teacher Conferencing (targeted feedback) Non-class based lead Teachers to offer staff CPD, small group teaching and focused intervention.</li> </ul> <p>Staffing:</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. (+4 months)</p> <p>See: <a href="https://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit-eef/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>'Schools should use structured interventions with reliable evidence of effectiveness' and use them with 'fidelity'. <a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants-eef/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3 5</p>
<b>Liaise with external agencies and monitor impact of suggested interventions and recommendations (SEND and vulnerable pupils).</b>		
<p>Review of barriers to learning and external reports/recommendations – create Individual Plans to identify individual priorities.</p> <p>Bespoke programmes of support developed to meet individual needs</p>	<p>Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>4 5</p>

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

Budgeted cost: £51,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pupils with a range of barriers to learning are ready to learn and develop good behaviour for learning. Pupils are able to regulate their emotions.</b></p>		
<p>The Inclusion team to identify barriers to learning and implement appropriate intervention/ therapeutic response SENDCo/ Inclusion team to work with class teachers to support individual need. Learning Mentor to work with identified children on bespoke intervention/nurture programs.</p> <ul style="list-style-type: none"> <li>• Forest School</li> <li>• Lego therapy</li> <li>• Social skills / nurture groups run to support additional needs.</li> <li>• Thinc.Room trained staff deliver individualised programmes</li> </ul> <p>Play therapist to work with identified children to develop improved learning behaviours and resilience for learning. (£17,911)</p> <p>Speech therapist on site 7 hours per 2 weeks.</p> <p>Family support worker will support vulnerable families to support attendance (£8,130)</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve children's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions at CP focus on the ways in which children work with (and alongside) their peers and teachers.</p> <p>High quality 1:1 sessions with identified children will show increased attainment and progress.</p> <p>Our Family Support Workers will work with each family on a regular basis to offer support and guidance to help remove any potential barriers for lack of attendance.</p> <p>Research from the EEF show that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>2 4</p>

<p>Behaviour Support Worker will work with vulnerable pupils to ensure they can access learning</p> <p>Lunchtime Support to provide high quality games and activities to engage pupils</p>	<p>More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress.</p>	<p>4</p>
<p>Residential Costs (£2,500) To support PP families and children to access school residential. Y4 go to Castleton Y6 go to Ghyll Head</p>	<p>Equality of opportunity</p>	<p>4</p>

**Total budgeted cost: £210,247.00**

## 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.

Desired outcome	Impact
<p><b>To use the language and strategies of metacognition to improve children’s retention throughout school</b></p>	<ul style="list-style-type: none"> <li>• High quality training delivered throughout the year using the EEF framework for Metacognition and Self –regulation. This included Metacognition and cognitive load, the setting up of a Metacognition working party, retrieval and spaced practice.</li> <li>• The curriculum team have implemented this through work in history, geography and science.</li> <li>• All staff understand the research and evidence base around cognitive science and memory and recognise the importance of the implementation.</li> <li>• Staff are beginning to use elements of retrieval practice within some curriculum areas.</li> <li>• Curriculum design supports spaced learning.</li> <li>• Working party focussing on developing pupils’ ability to self-regulate their learning through the plan, monitor and evaluate model</li> </ul>
<p><b>Nursery – Yr1, focusing on communication and language, phonics and early reading, particularly focussing on disadvantage and EAL. To ensure that all pupils will leave school with higher levels of spoken and written language</b></p>	<ul style="list-style-type: none"> <li>• Training delivered to all staff from Alex Quigley and Research to Teaching session. Teacher confidence increased</li> <li>• Literacy Lead attended Alex Quigley training and disseminated learning to staff.</li> <li>• Hanen Project and Nuffield Early Language Intervention (NELI) in EYFS children’s confidence in talking in small groups has increased. Increased knowledge of vocabulary has increased children’s ability to speak in full sentences. Children have the strategies to participate in whole class learning.</li> <li>• Investment in quality training for small group intervention has increased staff confidence in delivering targeted support.</li> <li>• Use of Mr Word consistently across school to develop children’s vocabulary.</li> <li>• Interventions ‘Pre teach’ Tier 2 and 3 words have been timetabled before books are introduced to the whole class.</li> </ul>
<p><b>To improve reading outcomes from Reception to Year 6,</b></p>	<p><b>See teacher assessment below</b></p> <ul style="list-style-type: none"> <li>• Termly Pupil Progress meetings have tracked and monitored children who are at risk of not meeting expected standard.</li> </ul>

**particularly focussing on disadvantage and EAL.**

- Impact overseen by AHTs/English lead. Pupil progress meetings have been used to drill down to identify next steps.
- Targeted Intervention for identified pupils have taken place following pupil progress meetings:
  - Additional guided reads
  - Target readers and focus readers
  - Inference reading (comprehension) BR@P
  - Lexia
- Raised profile of reading across school through:
  - Sharing of high-quality class reads
  - High quality reading displays in classrooms and corridors
  - Investment in new books for class libraries
  - Filmed mystery readers used on ClassDojo

Summer Reading challenge

	WRITING								READING								MATHS							
	ALL				PP				ALL				PP				ALL				PP			
	Sep	Dec	Mar	Jul	Sep	Dec	Mar	Jul	Sep	Dec	Mar	Jul	Sep	Dec	Mar	Jul	Sep	Dec	Mar	Jul	Sep	Dec	Mar	Jul
N	37	41	39		9	0	17		40	44	45		29	33	33		44	49	52		18	9	25	
R	26	32	42		13	6	5		26	32	45		13	6	11		34	47	47		13	17	11	
1	70	70	67	70	65	53	50	53	68	72	72	73	71	68	63	68	74	73	73	76	71	63	63	63
2	68	76	66	73	63	68	50	65	75	77	80	80	67	68	65	65	74	79	67	72	67	75	58	62
3	67	67	45	62	65	54	33	46	73	74	62	71	60	62	48	57	69	68	64	67	60	54	52	57
4	70	77	78	77	57	67	71	72	75	76	78	80	57	58	67	72	69	72	77	78	62	58	67	72
5	67	69	67	66	70	67	59	74	69	66	65	67	76	67	59	70	74	71	69	74	76	71	68	78
6	79	84	83	85	81	86	86	86	73	79	83	84	77	86	82	82	77	76	73	76	80	75	68	75

*Teacher assessment*

**Pupils with a range of barriers to learning are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions**

- Interventions which have targeted social and emotional learning (SEL) have improved childrens' interaction with others and self-management of emotions.
- High quality 1:1 sessions with identified children have shown increased attainment and progress.
- Attitudes to learning and social relationships in school are good.

- Family Support Workers have worked with individual families to access support with attendance. On a regular basis to offer support and guidance to help remove any potential barriers for lack of attendance.

Category	Total	Authorised	Unauthorised
Whole School	96.48%	2.7%	0.82%
FSM	94.65%	3.72%	1.63%
PPG	94.99%	3.49%	1.52%
SEN	95.75%	3.66%	0.59%

## 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
Oxford Owls	Oxford University Press
BR@P	
Times Table Rockstars	TT Rockstars
Lexia	Lexia