

# Chorlton Park Primary School

## Pupil Premium Strategy Statement 2019/20

Summary information					
School	Chorlton Park Primary School				
Academic Year	2019/20	Total PP budget	£197,115	Date of most recent PP Review	n/a
Total number of pupils	706	Number of pupils eligible for PP	136	Date for next internal review of this strategy	Feb 2020

Results KS2								
	2017		2018		2019		National Comparator 2019	
Year 6	ALL	Dis	ALL	Dis	ALL	Dis	ALL	Dis
Expected RWM	63%	47%	72%	50%	65%	52%	65%	71%
Reading	64%	53%	84%	63%	74%	57%	73%	78%
Writing	78%	68%	83%	58%	88%	83%	78%	83%
Maths	75%	60%	79%	63%	74%	65%	79%	84%
% expected progress								
	2017		2018		2019		National Comparator 2019	
Year 6	ALL	Dis	ALL	Dis	ALL	Dis	ALL	
Reading	-0.92	-3.38	2.21	-0.1	0.62	-0.46	0.03	
Writing	0.09	-1.98	0.74	-0.9	0.09	-0.15	0.03	
Maths	-1.26	-2.85	0.65	0.42	-0.15	-1.81	0.03	

Results KS1							
	2017		2018		2019		National average 2019
Year 2	ALL	Dis	ALL	Dis	ALL	Dis	ALL
Reading	81%	85%	77%	67%	81%	71%	75%
Writing	80%	75%	73%	56%	76%	65%	69%
Maths	82%	70%	79%	67%	80%	77%	76%
Year 1 Phonics	81%	38%	86%	65%	82%	80%	82%

Results EYFS							
	2017		2018		2019		National average 2019
Reception	ALL	Dis	ALL	Dis	ALL	Dis	ALL
GLD	69%	50%	72%	83%	73%	67%	72%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Poor oral language skills leading to lower outcomes in reading and writing in EYFS.
B.	Pupils have limited vocabulary so struggle to make expected in reading and maths
C.	A range of additional needs (SEN, social and emotional, family circumstances) are a barrier to learning.
D.	Pupils for whom English is an additional language (EAL) having limited vocabulary.

<b>External barriers</b>		
<b>E.</b>	Punctuality and attendance for some families - Developing a positive school ethos with certain targeted children requiring specific support in engagement in learning.	
<b>F.</b>	Lack of experiences resulting in children unable to build on knowledge and make connections (cultural capital)	
<b>Desired outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Increased rates of progress from starting points for children in nursery and those new to Reception, focusing on phonics and early reading.	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>	Increase in number of disadvantaged learners in each year group, achieving combined (reading, writing and maths) expected levels by accelerating progress through each key stage.	The % of disadvantaged learners achieve GLD, EXP at the end of KS1 and KS2 is at least in line with national average achieved for disadvantaged learners
<b>C.</b>	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 combined scores at KS1 and KS2 is in line with national comparator.
<b>D.</b>	Additional needs are identified so that all children are able to access learning appropriately	Children will have an improved ability to work independently. This will result in improved outcomes and diminish the difference.
<b>E.</b>	At least 96% attendance levels reached with below national averages for persistent absence.	Overall disadvantaged attendance improves to 96% or better in line with 'other' pupils. Monthly monitoring will show targets achieved.
<b>F.</b>	School looks at different ways to support disadvantaged learners to close the 'cultural' gap, by supporting school visits, residentials, music provision and experiences.	We will aim to offer all children regardless of their starting point equal access to school visits, residentials, music provision and experiences.

## 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>	<ul style="list-style-type: none"> <li>Enhance class teacher pedagogy through continued training: <ul style="list-style-type: none"> <li>Speech and Language</li> <li>Emotional and social</li> <li>Attachment</li> <li>Quality first teaching</li> </ul> </li> <li>Work with Catalyst to provide relevant staff training to improve teacher knowledge.</li> <li>TA training for identified staff who work with target children.</li> <li>SENDCo/ Inclusion team to work with class teachers to help devise strategies to support individual need.</li> <li>Inclusion team/SLT/CT to identify barriers to learning for key children and implement appropriate intervention/ therapeutic response as needed.</li> <li>The Learning mentor to work with identified children on bespoke intervention/nurture programs.</li> <li>Social skills / nurture groups run to support additional needs.</li> <li>Play therapist to work with identified children to develop improved learning behaviours and resilience for learning.</li> <li>Staff training/CPD identifying and addressing need.</li> <li>Thinc.Room trained staff to deliver individualised programmes to identified pupils.</li> <li>Parent courses delivered to identified families to help provide a range of strategies to use with children</li> </ul>	<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><i>All staff received training on Cognitive Load and Metacognition in February 2020.</i></p> <p><i>Catalyst training Self-Regulation booked for June 2020.</i></p> <p><i>Inclusion team working with class teachers/parents and children to identify barriers to learning.</i></p> <p><i>Inclusion team working with class teachers to meet the needs of learners – including SENDCo/DSL/Play Therapist/Learning Mentor</i></p> <p><i>Thinc room is fully timetabled and used by trained staff to work with identified children</i></p> <p><i>Parent group – ‘Understanding Children’s Behaviour’ run in the Spring Term.</i></p>

	<ul style="list-style-type: none"> <li>• ‘Understanding Children’s Behaviour’</li> <li>• Use of Steps to Success to help children understand how learning is developed and what success looks like.</li> <li>• Run a Breakfast Club</li> <li>• Energize Club targeting identified children to make the start of the day successful and set up good learning behaviours for the day.</li> </ul>				<p><i>Use of ‘Steps to Success’ delivered at staff meetings in September and followed up in November and February. Lesson observations show that children are able to articulate how they can be successful in lessons. (Eng/Maths) Continue to ‘roll out’ to other lessons.</i></p> <p><i>Energize Club run Tues – Fri each morning 8.30 – 8.50am</i></p>
<b>Total budgeted cost</b>					£58,350
<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>Increased rates of progress from starting points for children in Nursery – Yr1, focusing on phonics and early reading.</b>	<ul style="list-style-type: none"> <li>• Additional member of staff to deliver phonics and early reading support.</li> <li>• Improve staff pedagogical knowledge on phonics and Early Reading skills.</li> <li>• Monitor the effectiveness and consistency of phonics planning and teaching across EYFS, using learning studies for staff to develop planning and practice.</li> <li>• Invest in reading scheme which supports the progression of phonological knowledge.</li> <li>• Supporting parents to support children’s learning: <ul style="list-style-type: none"> <li>• Workshops</li> </ul> </li> </ul>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>Many different evidence sources, e.g. EEF Toolkit suggest high quality first teaching is an effective way to improve attainment</p>	<p>GLD will increase. The % of children achieving in line with national for Reading 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</p>	<p>Early Years leads</p> <p>English lead</p> <p>Class teachers</p>	<p><i>Phonics training for all EYFS and Y1 staff. (Autumn 2)</i></p> <p><i>Reception lead worked with Y1 staff to develop their planning so there is improved consistence between reception and Y1. Observations show this is much improved. (QA)</i></p> <p><i>Early Reading Training by SLE from Barlow Hall –</i></p>

	<ul style="list-style-type: none"> <li>• Families Connect</li> <li>• Stay and Play</li> <li>• Improve outdoor reading areas in Nursery and Reception.</li> <li>• Enhance classrooms to create a more literate environment.</li> <li>• To work with parents on 'How to hear you children read'</li> <li>• Nursery to take part in the EEF 'Language and Loving it' programme to improve practitioner interactions.</li> </ul>		<p>good and better quality First teaching.</p>		<p><i>pedagogy of early Reading and Guided reading in EYFS Phonetically decodable reading scheme purchased to supplement book banded scheme.</i></p> <p><i>Parent workshops to support reading in nursery, reception and Y1 in Spring 1.</i></p> <p><i>X3 members of nursery staff are attending the EEF Hanen Language training.</i></p> <p><i>*Staff absence has made some intervention and 'catch-up' programmes more difficult in the Autumn Term and Spring 1.</i></p>
<p><b>Increase rate of progress from starting points of disadvantaged learners and the number of children achieving the expected standard in reading.</b></p> <p><b>Year 1 – Year 6</b></p>	<ul style="list-style-type: none"> <li>• Extra members of staff employed to work in identified year groups Reception, Year 2, 4 and 6</li> <li>• Targeted Intervention for identified pupils following pupil progress meetings: <ul style="list-style-type: none"> <li>- High quality consistent phonic teaching</li> <li>- Additional guided read</li> <li>- Target readers</li> <li>- Inference reading</li> <li>- Lexia program</li> </ul> </li> <li>• Invest in reading scheme across school.</li> <li>• Staff training to ensure consistent high-quality teaching of reading.</li> </ul>	<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>Feedback marking, as identified by EEF Toolkit, is proven to help make 9 months gain, if used effectively.</p>	<p>End of year results will increase in Rec, KS1 and KS2.</p> <p>The gap between children achieving Expected standard will narrow for ALL and PP across school.</p> <p>Termly Pupil Progress meetings will track and monitor children who are at risk of not meeting expected standard.</p>	<p>English lead</p> <p>All staff</p>	<p><i>Phonically decodable reading scheme purchased to supplement book banded scheme in Y1.</i></p> <p><i>Reading scheme purchased for Y1 – Y6 to supplement the current book-banded reading books. Book bands extended to higher ability learners in KS2.</i></p> <p><i>Early Reading Training by SLE from Barlow Hall – pedagogy of early Reading</i></p>

	<ul style="list-style-type: none"> <li>• Reading champion identified in each year group to ensure love of reading and vocabulary acquisition is developed.</li> <li>• Use of Mr Word consistently across school to develop children’s vocabulary.</li> <li>• Classrooms promote and celebrate reading.</li> <li>• Foster a love of reading and reading for pleasure through: <ul style="list-style-type: none"> <li>- High quality class reads</li> <li>- Author visits</li> <li>- Visits to the school and local library</li> <li>- Subscription to Weekly News</li> <li>- High quality reading displays in classrooms and corridors</li> <li>- Investment in new books</li> <li>- Mystery readers visiting school from the parent body</li> <li>- Reading challenges and events</li> <li>- Development of the school library</li> </ul> </li> </ul>	<p>Cultural capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress.</p>	<p>Impact overseen by AHTs/English lead</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p>		<p><i>and Guided reading for lower ability groups in Y1.</i></p> <p><i>MR Word is embedded across school. Classroom reading displays made a high priority in September. Reading displays in each Key Stage and corridor.</i></p> <p><i>Lexia before school and afterschool sessions for identified children.</i></p> <p><i>Subscription to Weekly News.</i></p> <p><i>Visit to John Rylands Library organised in Autumn 2</i></p> <p><i>Author visit to Year 4 and Year 5 Autumn 2</i></p> <p><i>Weekly mystery readers in EYFS</i></p> <p><i>Reading Buddy training delivered by Chorlton High School to Year 5 children.</i></p>
<p><b>Increase rate of progress from starting points of disadvantaged learners and</b></p>	<ul style="list-style-type: none"> <li>• Extra members of staff employed to work in identified year groups Reception, Year 2, 4 and 6</li> <li>• To develop the use of pre-teaching key concepts and vocabulary to enable all children to access teaching within the lesson.</li> <li>• The use of Peer talk is evident in all lessons.</li> </ul>	<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</p>	<p>End of year results will increase in Rec, KS1 and KS2.</p> <p>The gap between children achieving Expected</p>	<p>Maths lead</p> <p>All staff</p>	<p><i>An extra member of staff was employed 0.6 to work across Y2 and Y4 to support attainment of target group.</i></p> <p><i>An extra member of staff was employed 0.2 to work</i></p>

<p><b>the number of children achieving the expected standard in maths.</b></p>	<ul style="list-style-type: none"> <li>• To develop the use of Maths No Problem to ensure that it being used flexibly and build in opportunities to practice real life problems / skills.</li> <li>• Targeted Intervention for identified pupils following pupil progress meetings:             <ul style="list-style-type: none"> <li>- Close the gap maths</li> <li>- TT Rockstars</li> <li>- Pre teaching of key maths vocabulary</li> <li>- Before and after school clubs for identified target children</li> </ul> </li> </ul>	<p>identified by the EEF Toolkit. (+4 months)</p> <p>Feedback marking, as identified by EEF Toolkit, is proven to help make 9 months gain, if used effectively.</p> <p>Cultural capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress.</p>	<p>standard will narrow for ALL and PP across school.</p> <p>Termly Pupil Progress meetings will track and monitor children who are at risk of not meeting expected standard.</p> <p>Impact overseen by AHTs/English lead</p> <p>Teaching assistant (TA) CPD</p>	<p><i>in nursery and reception to support attainment of target group.</i></p> <p><i>Staff training on Peer Talk in September and reviewed in February 2020. Lesson observations show good examples of the use of peer talk within lessons to support less able children.</i></p> <p><i>MNP staff meeting – use of the scheme flexibly to support all learners. To be followed up with learning walks.</i></p> <p><i>School clubs to target identified children for extra lessons:</i></p> <p><i>Reception Fine motor skills</i></p> <p><i>Y1 Working together</i></p> <p><i>Y2 Maths</i></p> <p><i>Y3 Lexia</i></p> <p><i>Y4 Lexia/TT Rockstar’s</i></p> <p><i>Y5 TT Rockstar’s</i></p> <p><i>Y6 Lexia/TT Rockstar’/Maths/Reading+</i></p> <p><i>*Staff absence has made some intervention and ‘catch-up’ programmes more difficult in the Autumn Term and Spring 1.</i></p>
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<p><b>Disadvantaged learners achieving greater depth in all subjects at least in line with other disadvantaged learners nationally and closing the gap</b></p>	<ul style="list-style-type: none"> <li>• Use Prior attainment data to ensure that all children are identified, and barriers discussed at Pupil Progress meetings</li> <li>• Ensure that Greater depth challenges are used effectively across a range of subjects.</li> <li>• Use of moderation to ensure that all children across a cohort are appropriately stretched and challenged.</li> <li>• Opportunities provided and facilitated for pupils to attend Chorlton High enrichment lessons.</li> </ul>	<p>We want to ensure that PP pupils can achieve exceeding standards.</p> <p>We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>The number of children achieving greater depth in RWM at KS1 and KS2 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 AHTs/HT Inclusion team</p>	<p><i>PP meetings timetabled termly and disadvantaged learners who need to be targeted for GD are discussed. This has led to targeted intervention and support for children.</i></p> <p><i>The need for greater challenge identified through lesson observations in Autumn Term – discussed in staff meeting February and a range of strategies were discussed with staff.</i></p> <p><i>Maths lead and English lead working x2 sessions a week with children identified for achieving greater depth in Year 6.</i></p> <p><i>Maths lead working x3 sessions a week with children identified for achieving greater depth in Year 2.</i></p> <p><i>Targeted Year 6 children have attended English, maths and science greater depth sessions at Chorlton High School Aut1, Aut 2, Spring 1</i></p>
<b>Total budgeted cost</b>					£136,820

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>Improved attendance for disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>Use data to establish which children and families need support.</li> <li>Parent support worker to target families that are repeatedly missing days.</li> <li>PSA and teachers to challenge parents about reasons for absence.</li> <li>Early intervention strategies to engage families.</li> <li>First day calling and home visits.</li> <li>Use of rewards/ incentives to engage hard to reach families.</li> <li>Early morning Energize Club</li> </ul>	<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>HTs and Attendance officer to monitor attendance weekly and report overall figures to staff and pupils on a weekly basis.</p> <p>Termly figures will be reported to governors. The gap between PP pupils and non-PP pupils will diminish.</p> <p>PA of PP pupils decreases further.</p>	HT/ Attendance and Family worker	<p><i>Attendance Worker is relentless in her following up of absence and punctuality. Regular meetings are arranged with parents whose children are persistently absent. Home visits are done for families that have persistent attendance issues.</i></p> <p><i>Data is used half termly to address children falling below 90% attendance, including meetings with parents and the use of penalty notices.</i></p> <p><i>Early morning Energise Club runs Tues – Fri 8.30 – 8.50am</i></p>
<b>To increase children's access to enrichment activities</b>	<ul style="list-style-type: none"> <li>Ensure all children are able to access all visits and experiences with targeted funding.</li> <li>Children are encouraged to access extra-curricular clubs and funded if appropriate.</li> <li>All children have access to wider musical opportunities in Years 2 and 3. Opportunities to fund pupils wishing to take up instrument lessons in Years 4,5 and 6</li> </ul>	We want to increase the cultural capital for all children but particularly those that are disadvantaged.	Class teacher/ PE lead/ SLT will monitor the provision that children are receiving.	CT/SLT	<p><i>School continues to fund wider music opportunities.</i></p> <p><i>A number of children have accessed clubs in the Autumn and Spring 1.</i></p> <p><i>X 3 children were supported to attend the Y6 residential</i></p>

					<i>X 3 children were supported to attend the Y6 residential</i>
<b>Total budgeted cost</b>					<b>£15,000</b>