Pupil Premium Strategy Statement 2020 - 2022

School overview

School name	Chorlton Park Primary School
Pupils in school	683
Proportion of disadvantaged pupils	163 (24%)
Pupil premium allocation this academic year	£164.090
Academic year or years covered by statement	2020 -22
Publish date	October 2020
Review date	March 2021
Statement authorised by	Jo Ashcroft
Pupil premium lead	Meryl Blackburn
Governor lead	

Disadvantaged pupil progress scores for last academic year

Reading	-0.46
Writing	-0.15
Maths	-1.81

Disadvantaged pupil performance overview for last academic year (2018/19)

Meeting expected standard at KS2	52%
Achieving high standard at KS2	4.3%

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 Early Years.
B.	Poor metacognition and self-regulation leads to lower attainment in reading, writing and maths.
C.	Lack of reading beyond the classroom, poor fluency and comprehension skills.
D.	A range of additional needs that impact on children's concentration in school including SEND, attachment and childhood trauma.
E.	Gaps in learning due to Covid-19
Desired outcomes	

	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved metacognition strategies result in greater retention of learning.	Children become more self-regulated learner. This will result in improved outcomes and diminish the difference.
B.	Increased rates of progress from starting points for children in nursery and those new to Reception and Y1 focusing on the Communication and Language, the Prime Areas 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
C.	Increase in 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 lease in line with national comparators.
D.	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.
E.	Children that had gaps in learning from the extended period off school have made significant progress from their September baseline.	The gap will be diminished.

Chorlton
Park
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*Making learning
irresistible*

Planned expenditure: *The headings below enable school to demonstrate how it is using the Pupil Premium to improve teaching and learning pedagogy, provide targeted support and support whole school strategies*				
Quality of teaching for all				
Desired outcome: To use the language and strategies of metacognition to improve children's retention throughout school.				
Chosen action / approach	**Evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Review**
All staff understand the research and evidence base around cognitive science and memory and recognise the importance of the implementation. • Consistent practice in implementing the strategies, including reduction of scaffolding/gradual release of responsibility model for each strategy. • Curriculum design – the curriculum is spaced in line with the evidence base with regular opportunities for cumulative retrieval; all essential knowledge is identified and prioritised for long term learning. • Strategies implemented in every classroom to support pupils. • Activating prior knowledge used consistently by all teachers, for all new learning/challenges/problem solving. • Common language used. Research based CPD and gap tasks to train staff in metacognition and self- regulation	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 https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning EEF Toolkit recommendations: • *Teachers acquire the professional understanding and skills to develop pupil's metacognitive knowledge.* • *Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.* • *Teachers promote and develop metacognitive talk in the classroom.* • *Explicitly teach pupils how to organise and effectively manage their learning independently*	High quality training ensures that staff have a good understanding of research behind principles of metacognition and self-regulation. Metacognition appraisal target will ensure that it is a high priority for all teachers. Monitoring of planning and lessons.	CEO/HTS AHTs	March 2021

Desired outcome: Increased rates of progress from baseline for children in 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				
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 'Ambitious Vocabulary'. • All teaching staff attend the 'Research to teaching' seminar led by Alex Quigley. • Literacy Lead to attend Alex Quigley training and disseminate learning • In EYFS language is supported by the Hanen Project and Nuffield Early Language Intervention (NELI). • Use of Mr Word consistently across school to develop children's vocabulary. • Use of interventions to 'Pre teach' Tier 2 and 3 words before books are introduced to the whole class. Invest in quality training for small group intervention • On-going training for nursery staff on the Hanen project • Reception teacher and TA to attend training in NELI and run the 20-week intervention. Monitor the effectiveness and consistency of phonics planning and teaching across EYFS, using learning studies for staff to develop planning and practice. Continue to work with adults in the EYFS to ensure that all adult-child interactions are high quality. Use the CsC Intervention Tool. Additional member of staff to deliver language, phonics and early reading support.	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." A proportion on children, especially PPG and children with EAL, enter school with below typical CLL, reading and writing and we therefore focus on teaching vocabulary in all subjects and too many children still finish the reception year without the language and early literacy skills they need to thrive, which the evidence shows are critical areas for building a foundation for later success. 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. https://educationendowmentfoundation.org.uk/covid-19-resources/neli	High quality training ensures that staff have a good understanding of research behind the principles of Oral language acquisition and the Tier model. The % of children achieving in line with national for Reading and writing will increase at every level. (GLD/KS1/KS2) Observations and collaborative learning approach will evidence explicit teaching of talking, verbal expression and modelling of language.	English lead AHTs Class teachers and TAs involved in delivering interventions.	March 2021

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Desired outcome: To improve reading outcomes from Reception to Year 6, particularly focussing on disadvantage and EAL.				
Targeted Intervention for identified pupils following pupil progress meetings: • Additional members of staff • High quality consistent phonic teaching • Additional guided reads • Target readers and focus readers • Inference reading (comprehension) • Lexia Continue to investment and consistent implementation in reading scheme across school. **Training:** • Whole school training on developing staff knowledge in - whole class/guided and individual reading • Whole school training on the explicit teaching of Comprehension skills • Training for staff in new interventions • RG to attend Alex Quigley training and disseminate to whole school. Foster a love of reading and reading for pleasure through: • Frequent sharing of high quality class reads • High quality reading displays in classrooms and corridors • Investment in new books • Filmed mystery readers • Reading challenges and events	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) 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. 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.	The % of children achieving in line with national for Reading will increase at every level. (GLD/KS1/KS2) The gap between children achieving Expected standard will narrow for ALL and PP across school. Termly Pupil Progress meetings will track and monitor children who are at risk of not meeting expected standard. Impact overseen by AHTs/English lead	English lead AHTs TAs involved in delivering interventions.	March 2021

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Desired outcome: 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.				
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. • Forest School • Lego therapy • Social skills / nurture groups run to support additional needs. • Thinc.Room trained staff deliver individualised programmes Play therapist to work with identified children to develop improved learning behaviours and resilience for learning. Speech therapist on site 7 hours per 2 weeks. Parent courses delivered to identified families to help provide a range of strategies to use with children 'Understanding Children's Behaviour' Family support worker will support vulnerable families to support attendance	Interventions which target social and emotional learning (SEL) seek to improve childrens' 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. High quality 1:1 sessions with identified children will show increased attainment and progress. 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. 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.	Ensure identification of target pupils is fair, transparent and properly recorded. Improved Learning behaviours will be evidenced in classroom lesson studies/ learning walks. Review meetings as per external agency rationale, e.g. Early help Plans. Reinforced with internal school based reviews via SLT, supervision and PPM	Inclusion team Play therapist	March 2021

Other Approaches				
Desired outcome: To use the EEF 'Tiered Approach' to School Planning to support Covid catch up.				
Chosen action / approach	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Review**
High Quality Teaching: • Rigorous Assessment for Learning • Planning identifies children's individual need • Explicit teaching • Scaffolding and adaptation where necessary • Flexible grouping and effective use of staff • Effective remote learning when necessary **Targeted Support:** • Assessment and pupil progress meetings support identification of children that need support • School establishes a 'menu' of evidenced-based interventions. • All staff ensure fidelity to the chosen approach. • High quality 1:1 or small group tuition • 1:1/1:3 tutoring programme using the **National Tutoring Programme.**	The EEF Guide to Supporting School Planning supports school leaders with their planning for the academic year 2020-21. It proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts. We have used this approach when looking at wider school catch-up but also catch up aimed specifically at disadvantaged learners. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf	The gap between children achieving Expected standard will narrow for ALL and PP across school. Termly Pupil Progress meetings will track and monitor children who are at risk of not meeting expected standard. Class teachers and AHTs identify target and track children who fall into 'vulnerable' groups.	Headteachers AHTs	March 2021
Desired outcome: To improve outcomes for Year 5 pupils and ensure every pupil premium child makes at least expected progress.				
In the academic year 2020-21 we have split our cohort of 90 children across four classes allowing teachers to spend more time giving 1:1 conferencing support to individual children.	This is an approach we have used successfully in the past and our results show that this had a high impact on many pupils ensuring they reached their full potential.	Impact overseen by HT for KS2 the AHT for UKS2 and the TLR. Improved Learning behaviours will be evidenced in classroom lesson studies/ learning walks.	KS2 Headteacher UKS2 AHT Y5 TLR	March 2021

This will be particularly beneficial for pupils who need to know how to edit and improve their work. Feedback in maths as well as next steps will have a high impact on progress.	The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. https://educationendowmentfoundation.org.uk/e vidence-summaries/teaching-learning-toolkit/reducing-class-size/			