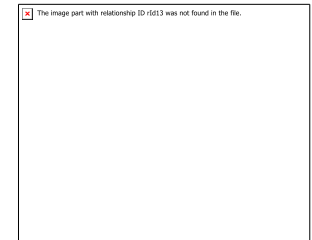


# Chorlton Park Primary School

## Review of expenditure 2018/2019



1. Summary information				
School	Chorlton Park Primary School			
Academic Year	2018/19	Total PP budget	£191,283	
Total number of pupils	702	Number of pupils eligible for PP	134	

Results 2017/18 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 2017/18 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 2017/18 EYFS							
	2017		2018		2019		National average 2019
Reception	ALL	Dis	ALL	Dis	ALL	Dis	ALL
GLD	69%	50%	72%	83%	73%	67%	72%

1. Quality of teaching for all									
Desired outcome	Chosen action / approach	Impact on progress and attainment of eligible pupils	Comments						
<p><b>D: 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 (EYFS)</li> <li>• Emotional and social</li> <li>• Attachment</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>Speaking results (As part of CLL) in reception show that more children attained the expected level in 2019 than 2018.</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>83%</td> <td>89%</td> </tr> </tbody> </table> <p>SDQs from individual pupils show that scores have improved and identify further need for therapeutic intervention if necessary.</p> <p>16 parents attended the “understanding Children’s Behaviour’ parent course.</p>		2018	2019	Reception	83%	89%	<p>The Inclusion team have worked together with class teachers to identify children in need of individual and/ or group support to help with emotional needs and build esteem.</p> <p>LP the Play Therapist has worked with a number of children alongside the DSL and SENCo.</p> <p>The learning mentor role is now embedded and has led to a calmer beginning to the day for identified children and has worked with groups/individuals to build resilience.</p> <p>Parents courses were successfully completed by a number of parents.</p>
	2018	2019							
Reception	83%	89%							

	Staff training/CPD identifying and addressing need. Thinc.Room trained staff to deliver individualised programmes to identified pupils. Parent courses delivered to identified families to help provide a range of strategies to use with children 'Understanding Children's Behaviour'		Social skills groups are run across school to teach identified children key skills in relating to others.																												
<b>2.Targeted support</b>																															
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact on progress and attainment of eligible pupils</b>	<b>Comments</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>	Employ additional member of staff to deliver speech and language intervention.  AHT to work with identified children on early reading and language acquisition once a week.  Supporting parents to support children's learning: <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>	<table border="1"> <thead> <tr> <th colspan="4">Communication and language</th> </tr> <tr> <th colspan="2"></th> <th>PPG</th> <th>All</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Nursery</td> <td>Listening &amp; Attention</td> <td>67%</td> <td>65%</td> </tr> <tr> <td>Understanding</td> <td>53%</td> <td>62%</td> </tr> <tr> <td>Speaking</td> <td>60%</td> <td>68%</td> </tr> <tr> <td rowspan="3">Reception</td> <td>Listening &amp; Attention</td> <td>77%</td> <td>86%</td> </tr> <tr> <td>Understanding</td> <td>77%</td> <td>89%</td> </tr> <tr> <td>Speaking</td> <td>77%</td> <td>89%</td> </tr> </tbody> </table>	Communication and language						PPG	All	Nursery	Listening & Attention	67%	65%	Understanding	53%	62%	Speaking	60%	68%	Reception	Listening & Attention	77%	86%	Understanding	77%	89%	Speaking	77%	89%	An additional TA delivered Speech and Language programmes. This has had limited impact but due to staff illness. GK the EYFS AHT worked with targeted children on extra phonics and discussion sessions.  EYFS held a number of well attended parent support sessions including: Nursery Stay and Play for CLL and Families Connect.  Families connect workshops had a huge impact on both parents and children. Comments from parents and teachers include: 'Parents seem more confident and more open to talk with teachers in school' and 'Children are more confident; they are showing an interest in reading and writing'
Communication and language																															
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<b>B.</b> <b>Higher rates of progress in writing across school for pupils eligible for PPG.</b>	<ul style="list-style-type: none"> <li>• Staff training on quality modelled writing</li> <li>• Speech and language input for vocabulary extension – 'Mr Word'</li> <li>• Extra members of staff employed to work with identified pupils.</li> <li>• Intervention for identified pupils termly following pupil progress meetings:</li> <li>• Extra writing opportunities, planning based on curriculum gaps.</li> <li>• Extra modelled writes</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>PPG %</th> <th>All %</th> </tr> </thead> <tbody> <tr> <td><b>Nurs</b></td> <td>47</td> <td>52</td> </tr> <tr> <td><b>Rec</b></td> <td>59</td> <td>74</td> </tr> <tr> <td><b>Yr 1</b></td> <td>83</td> <td>76</td> </tr> <tr> <td><b>Yr 2</b></td> <td>65</td> <td>76</td> </tr> <tr> <td><b>Yr 3</b></td> <td>67</td> <td>68</td> </tr> <tr> <td><b>Yr 4</b></td> <td>82</td> <td>83</td> </tr> <tr> <td><b>Yr 5</b></td> <td>68</td> <td>85</td> </tr> <tr> <td><b>Yr 6</b></td> <td>68</td> <td>88</td> </tr> </tbody> </table>		PPG %	All %	<b>Nurs</b>	47	52	<b>Rec</b>	59	74	<b>Yr 1</b>	83	76	<b>Yr 2</b>	65	76	<b>Yr 3</b>	67	68	<b>Yr 4</b>	82	83	<b>Yr 5</b>	68	85	<b>Yr 6</b>	68	88	Results show writing results for 'All' have improved across school over the year. The gap has narrowed in in most year groups. Current Reception, Year 5 and Year 6 will be focus year groups in the next academic year.  Verbal feedback during writing conferences were timetabled across KS1 and KS2 targeting PPG children.	
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	Feedback marking and writing conferences held with identified pupils.		Vocabulary extension (Mr Word) is evident in children's writing.																																																																					
<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 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>	<table border="1" data-bbox="1126 256 1599 639"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">R %</th> <th colspan="2">W %</th> <th colspan="2">M %</th> </tr> <tr> <th>All</th> <th>PPG</th> <th>All</th> <th>PPG</th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td><b>N</b></td> <td>62</td> <td>54</td> <td>47</td> <td>52</td> <td>62</td> <td>53</td> </tr> <tr> <td><b>R</b></td> <td>77</td> <td>59</td> <td>74</td> <td>59</td> <td>77</td> <td>59</td> </tr> <tr> <td><b>Y1</b></td> <td>75</td> <td>67</td> <td>76</td> <td>83</td> <td>79</td> <td>89</td> </tr> <tr> <td><b>Y2</b></td> <td>80</td> <td>67</td> <td>76</td> <td>61</td> <td>80</td> <td>72</td> </tr> <tr> <td><b>Y3</b></td> <td>76</td> <td>75</td> <td>68</td> <td>67</td> <td>75</td> <td>75</td> </tr> <tr> <td><b>Y4</b></td> <td>84</td> <td>82</td> <td>83</td> <td>82</td> <td>83</td> <td>79</td> </tr> <tr> <td><b>Y5</b></td> <td>85</td> <td>68</td> <td>85</td> <td>68</td> <td>84</td> <td>72</td> </tr> <tr> <td><b>Y6</b></td> <td>74</td> <td>60</td> <td>86</td> <td>80</td> <td>74</td> <td>68</td> </tr> </tbody> </table>		R %		W %		M %		All	PPG	All	PPG	All	PPG	<b>N</b>	62	54	47	52	62	53	<b>R</b>	77	59	74	59	77	59	<b>Y1</b>	75	67	76	83	79	89	<b>Y2</b>	80	67	76	61	80	72	<b>Y3</b>	76	75	68	67	75	75	<b>Y4</b>	84	82	83	82	83	79	<b>Y5</b>	85	68	85	68	84	72	<b>Y6</b>	74	60	86	80	74	68	<p>Termly PPM enable staff to have in-depth discussions around the attainment and progress of children eligible for PP. This leads to a comprehensive provision map of targeted intervention.</p> <p>In EYFS this had been led by an Intervention TA who worked predominantly on speech and language, Play bags and readiness to learn.</p> <p>In KS1 intervention was mainly targeted to phonics and early reading in Y1 and in Y2 reading and maths. (The maths intervention being led by the Maths specialist teacher)</p> <p>In KS2 intervention was focussed on targeted readers and inference training, TT Rockstar afterschool sessions and Maths – same week intervention. Y6 had specialist teaching for maths and English.</p> <p>Writing conferences were introduced across school to look at gaps and next steps in learning.</p>
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3. Other approaches											
Desired outcome	Chosen action/approach		Comments								
<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><b>Run a breakfast club for identified pupils.</b></p> <p>Introduce a new system of rewards across school for attendance.</p> <p>Parental engagement of parents.</p>	<p>Punctuality Data 2019</p> <p>Families worked with:</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td></td> <td>17</td> <td>12</td> <td>8</td> </tr> </tbody> </table> <p>Reduced number of children who were arriving at school after the register had closed.</p>		Autumn	Spring	Summer		17	12	8	<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> <p>Attendance Worker is relentless in her following up of absence and punctuality.</p>
	Autumn	Spring	Summer								
	17	12	8								

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.	£8,501
Inclusion Team assist class teachers to identify and support individual pupils needs.	£18,297
Additional Speech and Language Therapy to support the delivery of programmes for children and providing training and support for teachers.	£5,736
Play Therapist and Learning mentors to support specific pupils who receive pupil premium and also have additional needs.	£16,911
Social & Emotional Aspects of Learning groups, staff training to support delivery of weekly sessions for identified children.	£3,710
TT Rockstars for targeted children	£200
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/teacher in EYFS to provide targeted support for pupil premium children in classes and in smaller groups.	£17,098
Manchester City coaches working with reception classes on PSED	£950
Families Connect Programme 2x 10-week course.	£4,645
Training to develop practitioner conversations with children in continuous provision	£400
<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.	£16,803
Small group intensive phonic support	£4,964
1:1 and small group intensive reading support, during lesson time and after school 'boosters'.	£14,840
Additional teacher to work with children on Maths and English	£4,874
Specialist maths teacher. All targeted Y2 children to achieve expected in maths.	£8,098
<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).	£9,929
Additional teaching staff in Upper Key Stage 2	£35,000
Specialist maths teacher. All targeted Y6 children to achieve expected in maths.	£8,098
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	£1,128
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.	£22,129
Support with funding residential trips	£1,500
<b>Total</b>	<b>£209,811</b>