

## Pupil Premium Strategy Statement 2020-2023 (Updated September 2022)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	679 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	26.4% (179 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	(2020-21, 2021-22) <b>2022-23</b>
Date this statement was published	November 2020 originally December 2021 updated <b>September 2022 updated</b>
Date on which it will be reviewed	July 2023
Statement authorised by	Local Governing Committee 6 <sup>th</sup> October 2022
Pupil premium leads	Stef Habershon and Meryl Blackburn
Governor / Trustee lead	Hazel Remeika

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,440
Recovery premium funding allocation this academic year: Tutoring Allocation	£22,620
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	£222,060

## 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	Assessments, observations and diagnostic analysis of pupils' reading and writing indicate underdeveloped oral language and communication skills and vocabulary gaps for many disadvantaged pupils. This is evident in Nursery to Year 6 and is, in general, more prevalent among our disadvantaged pupils than their peers.
2	Our assessments during the 2019-20, 2020-21 and 2021-22 academic years show that our disadvantaged children are not attaining the higher standards in reading, writing and maths.

3	Our assessments during the 2019-20, 2020-21 and 2021-22 academic years indicate that the Covid-19 pandemic and resulting school closures had a greater impact upon disadvantaged pupils than their peers (in-line with national gap), resulting in the attainment gap widening, especially in KS1 and LK2. There has also been a significant impact upon pupils' school readiness for both Nursery and Reception (toileting, social skills, behaviour, communication, self-regulation).
4	Our assessments and observations indicate an experience and 'cultural capital' gap for our disadvantaged learners, resulting in a narrower vocabulary and prior knowledge base.
5	Our attendance data indicates higher rates of persistent absence for our disadvantaged pupils than their peers, resulting in greater lost learning time which has negatively impacted disadvantaged pupils' progress.
6	Many of our disadvantaged pupils experience additional vulnerability/ACEs (transience/ mobility, social care involvement, relationships etc).

### 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
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.	Pupils improved oral language, vocabulary and interaction skills impacting positively upon pupils' reading, writing and maths progress and attainment. Assessments, observations and monitoring indicate significantly improved oral language among disadvantaged pupils.
Improved metacognition strategies resulting in greater retention of learning.	Children become more self-regulated learners. This will result in improved outcomes and diminish the difference.
To further improve the phonics outcomes for disadvantaged learners.	Disadvantaged pupils achieve at least in line with the national average in PST.
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. Attainment and progress for disadvantaged learners is in the top 20% when compared with the 50 most statistically similar schools (Family of Schools Database – when data is next available for this).
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.

## 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: £44,368

Activity	Evidence that supports this approach	Challenges addressed
<b>To use the language and strategies of metacognition to improve children’s retention throughout school.</b>		
<p>To implement high impact learning approaches, based on Cognitive Science Evidence</p> <p>Key priority on the SDP for 2020-21, 2021-22 and 2022-23 (see separate implementation plan)</p> <p>CPD for all staff in understanding memory, metacognition and cognitive science research, with a specific focus upon metacognitive talk and optimum teaching sequence.</p> <ul style="list-style-type: none"> <li>• Embed: retrieval practices, spaced practice, activating prior knowledge, application of Cognitive Load Theory and strategies are embedded in every classroom to support pupils.</li> <li>• Activating prior knowledge is used consistently by all teachers, for all new learning/challenges/problem solving.</li> <li>• CPD model including staff training and Performance Management with a full year focus on excellent teaching.</li> <li>• Support 3 staff in engaging with the CLIC Trust Teaching Steering Group on on-gong CPD design and roll-out.</li> </ul>	<p>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</p> <p>Cognitive Science <a href="#">Evidence Review</a> – EEF</p> <p>Metacognition <a href="#">Guidance Report</a> – EEF</p> <p>The EEF Toolkit recommendations:</p> <ul style="list-style-type: none"> <li>• Teachers acquire the professional understanding and skills to develop pupil’s metacognitive knowledge.</li> <li>• Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.</li> <li>• Teachers promote and develop metacognitive talk in the classroom.</li> <li>• Explicitly teach pupils how to organise and effectively manage their learning independently</li> </ul>	<p>1</p> <p>2</p> <p>3</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>All staff to model the use of high-quality academic vocabulary in their classroom practice and model high quality interactions using Alex Quigley’s ‘Closing the Vocabulary Gap’ Framework and ‘Word Aware’.</p> <ul style="list-style-type: none"> <li>• Embed the use of Word Aware consistently across school to develop children’s vocabulary.</li> <li>• In EYFS language is supported by the Hanen Project and Wellcomm assessment.</li> </ul>	<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>1</p> <p>2</p> <p>3</p>

<ul style="list-style-type: none"> <li>• Use of interventions to 'Pre-teach' Tier 2 and 3 words before books are introduced to the whole class.</li> <li>• Implement the SHREC model for high quality interactions.</li> <li>• EY lead to engage in research to support quality Interactions, including a visit to an early interaction research school.</li> </ul>	<p>SHREC research in the 'Preparing for Literacy Guidance Report' EEF</p> <p>Preparing for Literacy <a href="#">Guidance Report</a> – EEF</p>	
<p><b>To improve reading outcomes from Reception to Year 6, particularly focussing on disadvantage and EAL.</b></p>		
<p><b>Training:</b></p> <ul style="list-style-type: none"> <li>• Enhance CPD for all staff in whole class guided reading/comprehension skills</li> <li>• Embed 'Little Wandle, Letters and Sounds' throughout school. Invest in training new staff.</li> <li>• Enhance current resources display materials for phonics throughout the school.</li> <li>• Enhanced phonics teaching and phonetically decodable books provision in lower KS2.</li> <li>• Increased focus on Shared Reading to develop wider reading skills.</li> </ul>	<p>Preparing for Literacy <a href="#">Guidance Report</a> – EEF</p> <p>Government <a href="#">guidance</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p><b>Develop consistency in Maths Mastery approaches and embed the EYFS Mastering Number Programme.</b></p>		
<ul style="list-style-type: none"> <li>• Maths Subject Lead released for at least 0.2 per week to offer coaching support for targeted staff development.</li> <li>• Implementation and embedding of the NCETM Mastering Number Programme.</li> <li>• Introduce the new Maths No Problem text-books and the enhanced focus on maths language.</li> </ul>	<p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1'</p>	<p>2</p> <p>3</p>
<p><b>To enhance the practice of Early Career teachers using additional support package to enhance the ECF.</b></p>		
<ul style="list-style-type: none"> <li>• Engagement in weekly mentor meetings</li> <li>• Half termly CLIC ECT network opportunities.</li> <li>• Incremental coaching model. Bespoke support from the Teaching Steering Group in apply the Framework for Excellent Teaching.</li> </ul>	<p>Effective professional development Guidance Report – EEF</p> <p><a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Government Guidance: <a href="#">Early career framework - GOV.UK (www.gov.uk)</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>6</p>


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

Budgeted cost: £118,589

Activity	Evidence that supports this approach	Challenges addressed
<p>Targeted Catch up and Disadvantaged Pupils interventions in English:</p> <ul style="list-style-type: none"> <li>• Speech and Language: additional SALT and Wellcomm Training.</li> <li>• Reading: 1:1 reading; additional small group guided reading;</li> <li>• Reading: Reception Literacy Programme – RLP and Hanen Strategies</li> <li>• Little Wandle Phonics targeted intervention including ‘Keep up’, ‘Rapid Catch up’ and SEND intervention.</li> <li>• BRP (Boosting Reading @ Primary)</li> <li>• Writing: Teacher Conferencing (targeted feedback)</li> <li>• Tutoring: NTP trained staff and teachers</li> <li>• Enhanced support for the new English Subject Leads</li> </ul>	<p>Making Best Use of Teaching Assistants <a href="#">Guidance Report</a> – EEF</p> <p>EEF Teaching and Learning Toolkit:</p> <p>Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small></p> <p>Oral language interventions <small>Very high impact for very low cost based on extensive evidence</small></p> <p>Feedback <small>Very high impact for very low cost based on extensive evidence</small></p> <p>One to one tuition <small>High impact for moderate cost based on moderate evidence</small></p> <p>Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>Targeted Covid Catch up and Disadvantaged Pupils interventions in Maths:</p> <ul style="list-style-type: none"> <li>• Maths: Same Day Intervention</li> <li>• Mastering Number Intervention in KS2</li> <li>• Tutoring: 4 x NTP trained staff plus 0.5 teacher</li> </ul>	<p>EEF Teaching and Learning Toolkit:</p> <p>Feedback <small>Very high impact for very low cost based on extensive evidence</small></p> <p>One to one tuition <small>High impact for moderate cost based on moderate evidence</small></p> <p>Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small></p> <p>Small group tuition <small>Moderate impact for low cost based on moderate evidence</small></p>	<p>2</p> <p>3</p>
<p>Embed the evidence about the highest impact deployment of Teaching Assistants:</p> <ul style="list-style-type: none"> <li>• Catch up training for new staff</li> <li>• Implement the TARGET framework from EEF.</li> </ul>	<p>Making Best Use of Teaching Assistants <a href="#">Guidance Report</a> – EEF</p> <p>Moving Forwards, Making a Difference 2022-23 <a href="#">Guidance</a> – EEF</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p><b>Liaise with external agencies and monitor impact of suggested interventions and recommendations (SEND and vulnerable pupils).</b></p>		
<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>Supporting SENDCO to engage with CLIC Trust training on the best use of Teaching Assistants using the EEF research.</p>	<p>Complement high quality teaching with carefully selected small-group and one to one intervention.</p> <p>EEF Guidance Report ‘Special Educational Needs in the Mainstream Primary School’</p>	<p>7</p>

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

Budgeted cost: £69,103

Activity	Evidence that supports this approach	Challenges 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>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.</p> <p>Family support worker will support vulnerable families to support attendance</p> <p>Lunchtime Support to provide high quality games and activities to engage pupils</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>Social and Emotional Learning <a href="#">Guidance Report</a> - EEF</p>	<p>7</p>
<p>Improve the attendance (reduce the rates of persistent absenteeism) and well-being of disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>- Family Support Worker to target the attendance and punctuality of PP pupils.</li> </ul>	<p>EEF Teaching and Learning Toolkit:</p> 	<p>6</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: £232,460**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Data from the 2021 to 2022 academic year can be seen below. Analysis for Year 6 pupils not yet received – to be added post data validation publication.

	Reading		Writing		Maths		Combined RWM	
	ARE	HS	ARE	HS	ARE	HS	ARE	HS
<b>Nursery PP:</b>	52%		52%		70%			
<b>Reception PP:</b>	31%		31%		47%			
<b>Year 1 PP:</b>	48%	0%	48%	0%	40%	0%	6%	0%
<b>Year 2 PP:</b>	74%	5%	53%	0%	58%	0%	47%	0%
<b>Year 3 PP:</b>	62%	10%	66%	0%	48%	7%	48%	0%
<b>Year 4 PP:</b>	64%	9%	52%	6%	61%	9%	46%	6%
<b>Year 5 PP:</b>	69%	3%	69%	0%	69%	17%	52%	0%
<b>Year 6 PP:</b>	84%	3%	80%	0%	76%	17%	72%	0%

### Externally provided programmes

Programme	Provider
Hanen 'Learning Language and Loving it'	Hanen Foundation and EEF Project
National Tutoring Programme training	Teach First
Little Wandle Phonics	Little Wandle
Mastering Number	NCETM

### Service pupil premium funding (N/A)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



### Further information (optional)

This strategy should be read alongside the main School Development Plan. The Key Priorities from the SDP this year are:

- A Framework for Pupil Independence in Learning
- Maths – To develop fluency
- To improve writing composition strategies through modelling and supported practice