

# Chorlton Park Primary School

## Pupil premium strategy statement

1. Summary information					
School	Chorlton Park Primary School				
Academic Year	2016/17	Total PP budget	£237,566	Date of most recent PP Review	n/a
Total number of pupils	700	Number of pupils eligible for PP	151	Date for next internal review of this strategy	Nov 2017

Current Attainment (PP = Pupil Premium)								
	2014		2015		2016		National average	
Year 6	Non PP	PP	Non PP	PP	Non PP	PP	Non PPG	PPG
Expected RWM	98%	77%	87%	76%	68%	44%		
Reading	98%	87%	95%	80%	78%	53%		
Writing	98%	80%	98%	82%	87%	78%		
Maths	98%	77%	90%	90%	78%	63%		
% expected progress								
	2014		2015		2016		National average	
Year 6	Non PP	PP	Non PP	PP	Non PP	PP	Non PPG	PPG
Reading	98%	96%	97%	86%	67%	60%		
Writing	100%	96%	100%	100%	66%	62%		
Maths	97%	82%	97%	100%	65%	42%		

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Communication, Language and Listening skills across school, but particularly in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in reception and subsequent years.	
<b>B.</b>	Middle attainment group in KS2 in maths and reading is lower for pupils eligible for PP than for other pupils. This prevents sustained high achievement in Key Stage 2.	
<b>C.</b>	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.	
<b>D.</b>	Increase the amount of children (mostly eligible for PP) making accelerated progress and working at greater depth over KS1.	
<b>External barriers</b>		
<b>E.</b>	Attendance rates for pupils eligible for PP are 93.7% and Persistent Absence 87.9% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve Communication, Language and Listening skills for pupils eligible for PP leading to better attainment in reading and writing in Reception end of year data.	Pupils eligible for PP in Reception classes make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress in maths and reading across KS2 for middle attaining pupils eligible for PP.	Pupils eligible for PP identified as middle ability make as much progress as 'other' pupils identified as middle ability, across Key Stage 2 in maths and reading. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
<b>C.</b>	Behavioural issues of Year 6 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	The number of children making accelerated progress and working at greater depth in KS1 increases.	Pupils eligible for PP make accelerated progress and will meet age related expectations. The number of children working at greater depth will increase.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 87% to 96% in line with 'other' pupils.

4. Planned expenditure					
Academic year	2016/17				
i. 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	When will you review implementation?
A.Improve Communication, Language and Listening skills for pupils eligible for PP leading to better attainment in reading and writing in Reception end of year data.	<p>Deliver Sp&amp;L training to all EYFS staff in order that Quality First Teaching is delivered.</p> <p>1:1 training for reception intervention TA with Speech and Lang therapist.</p> <p>Improvements in indoor provision to enhance independent learning and writing opportunities.</p>	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality first teaching is an effective way to improve attainment.	<p>Staff/ phase meetings used to deliver CPD for all staff.</p> <p>Lesson observations will evidence CLL focus across continuous provision.</p> <p>Lesson observations will evidence consistently good/ outstanding quality First teaching.</p>	Early Years AHT/ HT	Feb 2017
B.Higher rates of progress in maths and reading across KS2 for middle attaining pupils eligible for PP.	<p>All class teachers to identify which children achieved Level 2 in KS1 SATs and track attainment/ progress termly.</p> <p>Pupil progress meetings identify appropriate intervention to close the gap.</p> <p>All staff new to Maths No Problem receive training in order that Quality First Teaching is delivered.</p>	<p>Middle ability pupils eligible for PP are making less progress than other middle attaining pupils across Key Stage 2 in maths and reading. We want to ensure that PP pupils can achieve expected attainment as well as some achieving 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>Pupil progress meetings will focus on PP children, using end of KS1 data as a benchmark for expected attainment and progress.</p> <p>Class teachers and AHTs identify target and track children who fall into middle attaining group.</p> <p>Lesson observations will evidence consistently good/ outstanding quality First teaching.</p>	<p>English lead Maths lead  CT /AHT  Maths Lead</p>	Feb 2017

D. The number of children making accelerated progress and working at greater depth in reading over KS1 increases.	CPD on providing stretch to enable children to make accelerated progress and to work at a greater depth.  Quality first teaching from all class teachers.	Pupils eligible for PP are making less accelerated progress than other higher attaining pupils at the end of Key Stage 1 in reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Staff/ phase meetings used to deliver CPD for all staff.  Lesson observations will evidence consistently good/ outstanding quality First teaching.	KS1 AHT/HT	Feb 2017
<b>Total budgeted cost</b>					<b>£20,113</b>
<b>ii. 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>When will you review implementation?</b>
A.Improve Communication, Language and Listening skills for pupils eligible for PP leading to better attainment in reading and writing in Reception end of year data.	1:1 and small group provision of Speech and Language programme for children in nursery and Reception.  Employ additional member of staff to deliver Speech and Language intervention programme.  High CLL focus in all areas across the continuous provision.	Some of the children need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Lesson observation from Early Years lead/ Speech and Language specialist.	Nursery and Reception class teachers  EY AHT  Sp & L specialist	Jun 2017

<p>B.Higher rates of progress in maths and reading across KS2 for middle attaining pupils eligible for PP.</p>	<ul style="list-style-type: none"> <li>• Extra part time member of staff allocated to work with identified pupils.</li> <li>• Daily same day intervention sessions for maths.</li> <li>• RM maths sessions for identified pupils.</li> <li>• Feedback marking</li> <li>• Guided read reading comprehension sessions</li> <li>• Intervention planning based on curriculum gaps</li> <li>• English lead to work with KS2 to develop English curriculum that ignites learning.</li> <li>• Additional support from maths TLR with planning for mastery and greater depth</li> <li>• Peer tutoring</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.</p> <p>Feedback marking, as identified by EEF Toolkit, is proven to help make 9 months gain, if used effectively.</p> <p>Peer tutoring, as identified by EEF Toolkit, is proven to help make 8 months gain, if used effectively.</p>	<p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by maths co-ordinator.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>KS 2 AHTs/HT</p> <p>Maths lead</p>	<p>Feb 2017</p>
<p>D. The number of children making accelerated progress and working at greater depth over KS1 increases.</p>	<ul style="list-style-type: none"> <li>• Pupil Progress meetings identify children who have the potential to exceed</li> <li>• Daily same day intervention sessions for maths.</li> <li>• Additional CT sessions to support greater depth in maths</li> <li>• Extra guided reads to support greater depth in reading</li> <li>• Feedback marking</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.</p> <p>Feedback marking, as identified by EEF Toolkit, is proven to help make 9 months gain, if used effectively.</p> <p>Peer tutoring, as identified by EEF Toolkit, is proven to help make 8 months gain, if used effectively.</p>	<p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p>	<p>Y2 staff English lead</p>	
<b>Total budgeted cost</b>					<b>£167,877</b>

<b>iii. Other approaches</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>When will you review implementation?</b>
D. Increased attendance rates	<ul style="list-style-type: none"> <li>Part time attendance worker employed to monitor pupils and follow up quickly on absences.</li> <li>First day response provision.</li> </ul>	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of attendance worker about existing absence issues. HT, support worker, AHTs etc. will collaborate to ensure new provision and standard school processes work smoothly together.	HT	Jan 2017
C. Problem behaviour in Year 6 addressed	<ul style="list-style-type: none"> <li>Create 4 classes in year 6.</li> <li>Link project with Year 9/10 pupils from Chorlton High – role models/ behaviour resolution strategies.</li> <li>Learning mentor to work with identified pupils on establishing effective learning behaviours.</li> <li>Develop restorative approaches and focus on positive behaviours.</li> </ul>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Year 6 teachers	Jun 2017
Social and emotional aspects of learning	<ul style="list-style-type: none"> <li>Deliver play therapy sessions.</li> <li>Deliver social and emotional groups/ intervention across school.</li> </ul>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitor impact of play therapy/ social groups through the entry and exit data.	DP SEnCo Play therapist TA support	
<b>Total budgeted cost</b>					<b>£93,542</b>