

# Chorlton Park Primary School

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Chorlton Park Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£216,279	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	700	<b>Number of pupils eligible for PP</b>	145	<b>Date for next internal review of this strategy</b>	Nov 2018

Current Attainment (PP = Pupil Premium)								
	2015		2016		2017		National average	
Year 6	ALL	Dis	ALL	Dis	ALL	Dis	ALL	Dis
<b>Expected RWM</b>	87%	76%	60%	44%	63%	47%	61	
<b>Reading</b>	95%	80%	71%	53%	64%	53%	71	
<b>Writing</b>	98%	82%	84%	78%	78%	68%	76	
<b>Maths</b>	90%	90%	72%	63%	75%	60%	75	
% expected progress								
	2015		2016		2017		National average	
Year 6	ALL	Dis	ALL	Dis	ALL	Dis	ALL	Dis
<b>Reading</b>	97%	86%	1.27	-0.22	-0.92	-3.38	0.33	
<b>Writing</b>	100%	100%	1.63	1.4	0.09	-1.98	0.17	
<b>Maths</b>	97%	100%	0.74	-0.39	-1.26	-2.85	0.28	

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	In 2017, 47% of disadvantaged pupils achieved the expected standard in RWM in comparison to 61% for ALL pupils	
<b>B.</b>	In 2017, 36% of disadvantaged achieved the expected standard across the Specific Learning Goals in comparison to 59% for ALL pupils	
<b>C.</b>	Low attainment for PP children across school.	
<b>D.</b>	A large proportion of PP children have additional barriers to learning (EAL, SEND, Social and Emotional needs).	
<b>External barriers</b>		
<b>E.</b>	Our PP children have an absence rate of 5.3% in comparison to 4.1%. Persistent absence is 11.9% in comparison to 7.8%.	
<b>3. Desired outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Higher rates of progress for disadvantaged children, ensuring more achieve combined Reading, Writing and Maths in year 6.	The percentage of children who achieve the combined Reading, Writing and Maths Age Related Expectations will increase.
<b>B.</b>	Increased rates of progress from starting points for children new to Reception, focusing on the Specific Learning goals.	From baseline assessments, disadvantaged children make good progress in all areas and accelerated progress if they have started below that of their peers
<b>C.</b>	Improve rates of progress towards end of year expectations.	For some children an improved rate of progress will be significant evidence of a change in retention and application of learning. This will be closely monitored at Pupil Progress meetings with the ongoing aim to diminish the difference.
<b>D.</b>	Teachers will have a better understanding of children’s barriers to learning and children will fully engage in the curriculum to make good progress.	Teachers will have the skills to support children with a range of additional needs. Children will have an improved ability to work independently. This will result in improved outcomes and diminish the difference.

<b>E.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 9% or below. Overall disadvantaged attendance improves to 96% or better in line with 'other' pupils.
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#### 4. Planned expenditure

<b>Academic year</b>	<b>2017/18</b>
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*The three headings below enable schools to demonstrate how they are using the pp funding to improve classroom pedagogy, provide targeted support and support whole school strategies.*

#### 1. Quality of teaching for all

<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>D.</b> <b>Teachers will have a better understanding of children's barriers to learning and children will fully engage in the curriculum to make good progress</b>	<p>Training courses for teachers to improve the quality of teaching and learning.</p> <p>The Maths lead to support the delivery and teaching of Maths No Problem in Years 3,5 and 6.</p> <p>The English lead to coach staff in order to deliver high quality teaching of reading strategies and skills.</p> <p>Whole school reading inference training delivered.</p> <p>Inclusion team to deliver training pertaining to specific identified need to whole staff ie:  Dyscalculia  Speech and Language</p>	<p>The primary tool for narrowing gaps is high-quality teaching and learning. Poor teaching has a disproportionate effect on disadvantaged learners. The good news is that high-quality teaching has a disproportionately positive effect on disadvantaged learners too," states Marc Rowland in the National Education Trust publication, 'A Practical Guide to the Pupil Premium.'</p>	<p>All teaching to be judged at least good over the course of the year from combination of lesson observations, learning walks, book scrutinies and data analysis.</p>	<p>Maths lead</p> <p>English lead</p> <p>Inclusion team</p>	<p>Feb 2018</p>

<b>Total budgeted cost</b>					£15,000
<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>A. Higher rates of progress in maths and reading for Year 6 pupils eligible for PP.</b>	<p>Extra member of staff employed to work with identified pupils.</p> <p>Daily same day intervention sessions for maths.</p> <p>Additional Guided read reading comprehension sessions.</p> <p>Feedback marking</p> <p>Intervention planning based on curriculum gaps.</p> <p>Cracking comprehension implemented and used weekly.</p> <p>Inference intervention groups for targeted identified children x2 weekly</p> <p>Lexia sessions x2 weekly</p> <p>Additional support from maths TLR with planning for mastery and greater depth</p> <p>Peer tutoring</p>	<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>End of year results will increase.</p> <p>Extra member of staff to champion pupils eligible for PP.</p> <p>Half termly Pupil Progress meetings will track and monitor children who are at risk of not meeting expected standard.</p> <p>Impact overseen by maths/ English leads.</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>M Gavin MBlackburn</p> <p>Maths and English lead</p>	<p>Feb 2018</p>

<p><b>B.</b>  <b>Increased rates of progress from starting points for children new to Reception, focusing on the Specific Learning goals.</b></p>	<p>Employ additional member of staff to deliver additional guided reads and writing intervention programme.</p> <p>Introduce fine motor skills early morning session – Dough Disco.</p> <p>Deliver Maths mastery training to all EYFS staff in order that Quality First Teaching is delivered.</p> <p>High CLL focus in all areas across the continuous provision.</p>	<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>	<p>End of year results will increase.</p> <p>Lesson observations will evidence Literacy and Maths focus across continuous provision.</p> <p>Lesson observations will evidence consistently good and better quality First teaching.</p>	<p>Early Years leads</p> <p>English lead Maths lead</p> <p>Class teachers</p>	<p>Feb 2018</p>
<p><b>C.</b>  <b>Higher rates of progress for disadvantaged children across school resulting in an increase % reaching the expected standard in RWM by July 2018.</b></p>	<p>High focus placed on maintaining prior attainment during pupil progress meetings.</p> <p>Pupil progress meetings identify appropriate intervention to close the gap.</p> <p>Same day intervention for maths. Half termly data collection to monitor progress.</p> <p>Additional staff employed to work with Year 5/6 and Year 2/3.</p> <p>Before and after school booster clubs.</p> <p>SLT /CTs to discuss needs of PP children with Inclusion team and pastoral staff to ensure that Early Help is</p>	<p>Pupils eligible for PP are making less progress than other pupils. We want to ensure that PP pupils can achieve expected attainment as well as some achieving exceeding standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p> <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>End of year results 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 and AHTs identify target and track children who fall into 'vulnerable' group.</p> <p>There will be an expectation that all children and families will be following the Year group non-negotiables for basic skills for home learning.</p>	<p>Class teachers</p> <p>AHTs/HTs</p> <p>Inclusion team</p>	<p>Feb 2018</p>

	<p>put in place as soon as possible.</p> <p>Support home learning of basic reading, writing and maths skills by providing basic skills workshops for parents.</p> <p>Non- negotiables for each year group around home learning is clearly established and communicated to parents.</p> <p>Parenting skills - Families identified and put forward for parenting courses as appropriate.</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>The EEF and Ofsted identify that early intervention with families is considered best practice.</p> <p>As a school we have found it beneficial to build relationships with parents and families as soon as possible. By doing so, support can be targeted accordingly.</p>	<p>There will be an increased engagement from identified target families</p>		
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<p><b>D.</b> <b>Low attainment for PP children across school, with specific focus for current Year 4 in Reading, Writing and Maths. SEND is a barrier for this group (30% of this group are also SEND)</b></p>	<p>SENDCo to work with class teachers to support individual need.</p> <p>Learning mentor to work with identified children.</p> <p>Social skills / nurture group to support additional needs.</p> <p>Targeted interventions - maths, reading, Lexia</p> <p>Play therapist to work with identified children to develop improved learning behaviours and resilience for learning.</p>	<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 observations.</p> <p>Review meetings as per external agency rationale, e.g. Early help Plans. Reinforced with internal school based reviews via SLT, supervision and PPM.</p>	<p>Class teachers</p> <p>Inclusion team</p>	<p>Half termly</p>
<b>Total budgeted cost</b>					£191,475
<b>3. 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>
<p><b>E.</b> <b>Increased attendance rates for disadvantaged pupils.</b></p>	<p>Part time attendance worker employed to monitor pupils and follow up quickly on absences.</p> <p>Conduct home visits</p> <p>Run ICT breakfast club for identified pupils.</p> <p>Introduce a new system of rewards across school for attendance.</p>	<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 as a key step.</p>	<p>Thorough briefing of attendance worker about existing absence issues.</p> <p>HT, support worker, AHTs etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>HT/ Attendance and Family worker</p>	<p>Jan 2018</p>

	First day response provision. Parental engagement of parents.				
<b>Total budgeted cost</b>					£16,000