



# Ashford Park Primary School

## Pupil Premium Strategy Statement

1. Summary information					
School	Ashford Park Primary School				
Academic Year	2016-17	Total PP budget (forecast)	£115,722	Date of most recent PP Review (Internal)	Feb 2017
Total number of pupils	469	Number of pupils eligible for PP	77 (16%)	Date for next internal review of this strategy	July 2017

2. Current attainment (KS2 2016)National				
	School pupils eligible for PP (15 pupils 24%)	National pupils eligible for PP	School pupils not eligible for PP (47 pupils 76%)	National pupils not eligible for PP
% achieving expected standard in reading, writing and maths	27%	39%	45%	60%
Overall progress score: Reading	-1.2	-0.7	-1	0.3
Overall progress score: Writing	1.7	-0.3	0.7	0.1
Overall progress score: Maths	-0.4	-0.5	1	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	<p><b>Gap in attainment between PP and non-PP children.</b></p> <p>Reading attainment for 'All' pupils not just PP, was lower than national average.</p> <p>High proportion of PP pupils were also SEND pupils: 44% of Y6 PP children were also SEND. 57% of these SEND pupils were pupils in our Learning and Additional Needs (LAN) Special Provision.</p> <p><b>Progress of PP pupils in school is close to that of non-PP pupils.</b>  <b>Progress of PP pupils in school for writing is better than non-PP in school and nationally.</b>  <b>The progress of PP pupils in maths in school is better than the progress of PP pupils nationally.</b></p>

<b>External barriers</b>		
<b>B.</b>	Absence of FSM pupils and persistent absence of key FSM children.	
<b>C.</b>	Parental Engagement	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>The gap in attainment is diminished between PP and non-PP children.</b></p> <p>All pupils' attainment, progress and welfare is monitored carefully. PP achievement is a focus of Pupil Progress Meetings so that they are high priority for provision, be it Quality First Teaching or further intervention.</p> <p>The more able PP are closely monitored as part of this ongoing process.</p> <p>Children who are educated in the Acorn Centre (LAN Provision) make strong progress and many make substantial progress in relation to the difficulties they face: this progress is not comparable to mainstream measures of progress due to the nature of each pupil's learning and additional needs.</p>	<p>Disadvantaged pupils make better than expected progress so that the gap is diminished between them and non-PP pupils at Ashford Park and nationally in Reading, Writing and Mathematics.</p> <p>A diminished gap in progress particularly in Reading for PP and non-PP children is in-line with or better than national.</p> <p>PP children with high prior attainment achieve the higher standard and make better than expected progress.</p>
<b>B.</b>	<p><b>Attendance of FSM children to improve.</b></p> <p>Attendance of all children is monitored daily by the school's Welfare Lead. A robust system is in place to follow up on low attendance / persistent absence. PP Lead monitors this monthly and liaises closely with WL and HT. An incentive for 100% attendance is the termly reward of a Kindle for a child in KS1 and a child in KS2.</p>	<p><u>Attendance:</u> Levels of attendance in-line or better than national figures for FSM pupils.</p> <p><u>Persistent Absence:</u> A decrease in % of persistent absences so that FSM children are in-line with school and national non-FSM children.</p>
<b>C.</b>	<p><b>Improved parental engagement will support better working partnerships with parents and the joint aim for academic success for our pupils.</b></p> <p>A new messaging system will be implemented so that teachers and SLT can send instant messages to parents informing them of positive contributions or learning that their child has been involved with. This will mean that parents are positive when picking their child up from school; feel more involved in their child's learning; improved relationships between parent and child and parent and school.</p> <p>Parent forums developed so that parents have a platform to be heard and so that they feel that their contributions are valued. This means that they feel more involved in their child's education and therefore more supportive and aware of new initiatives and existing systems.</p>	<p>Parents are more engaged in their children's learning and therefore more supportive with home learning and school aspirations for their children to be successful.</p> <p>With the raised profile of 'success' within the wider Ashford Park community, DA pupils make better progress and attain more highly and in-line with non-PP pupils at Ashford Park and nationally.</p> <p>Strong working partnerships between the school and parents will help drive aspirations for all learners including DA pupils.</p>
<b>5. Planned expenditure</b>		
<b>Academic year</b>	<b>2016-17</b>	

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**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?
Consistently effective teaching enables every child to achieve their full potential regardless of background, socio economic group.	<b>High quality CPD for all staff to maintain very high standards of teaching. Dissemination of new ideas and training feedback to all staff, by all staff.</b>	EEF Teacher's Toolkit: Quality First Teaching is most effective at improving performance of pupils in the classroom.	SLT and MLT to effectively monitor the equality of teaching and learning through regular learning walks, book and planning scrutinies and appraisal. Support by LSAs to enable focused teaching by teachers: small group and 1:1 pupil conferencing / Assertive Mentoring meetings.	<b>SLT / MLT</b>	Half termly
All disadvantaged pupils will be more engaged in maths learning and will become more independent in finding solutions and applying learnt strategies and methods to abstract problems. They will be more mathematically articulate in reasoning.	<b>Maths teaching and learning; resources and effective questioning.</b>	Use of manipulatives and visuals so that children can explore, find patterns and reason. 'We know if we do'. More effective questioning to drill into pupils' understanding and to support phrasing of answers in order to show mathematical reasoning.	Maths Lead to conduct 'refresher training' on the effective use of manipulatives and effective questioning. Regular learning walks to monitor the implementation of these strategies and their impact on learning.	<b>LH Maths Lead</b> <b>SLT / MLT</b>	Termly progress and attainment data

All disadvantaged children have gained and developed skills in deduction and inference. Therefore they are all meeting or exceeding End of Year expectations and making expected or better than expected progress.	<b>Improved Guided Reading sessions</b>	English leads have established a successful whole class guided reading system to ensure that all learners are engaged and learning from the teacher and each other. High quality texts are used as models and are 'picked apart' with adult support and independently.	English Subject Lead will monitor the impact of the new guided reading system through learning walks, pupil interviews and through monitoring progress and attainment data.	<b>YR and LK English Leads</b>	Termly progress and attainment data
<b>Total budgeted cost</b>					<b>£33,228</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>
All disadvantaged children's individual needs are identified and support is in place to ensure each pupil meets age related expectations and makes expected / better than expected progress.	<b>Pupil Progress Meetings Assertive Mentoring</b>	Quality First Wave teaching has the greatest impact on pupil progress (EEF). During Pupil Progress Meetings the individual needs of disadvantaged pupils is discussed with SLT and the SENDCo in order to provide the most effective strategies to be implemented within lessons and if required – in addition to lessons. Assertive Mentoring and pupil conferencing: class teachers work with pupils on individual targets, next steps and how to meet them.	PP Meetings happen half termly. Impact of provision is reviewed half termly. Impact is monitored by PP Lead half termly.	<b>SLT SENCo</b>	Half Termly
Disadvantaged children will meet or exceed age related expectations and expected progress therefore diminishing the gap between them and their non-disadvantaged peers.	<b>Teaching and Learning Interventions / Booster Groups</b>	Smaller groups will allow for more focussed teaching and learning and increased opportunities to address individual needs with 1:1 pupil conferencing. With increased confidence, disadvantaged pupils will be able to access the curriculum at a higher level and will be in line with other learners.	Trained, skilled staff (class teachers or specifically trained HLTAs) will deliver the sessions and will monitor the impact on progress	<b>SENCo</b>	Termly

Resilience and self-esteem in some disadvantaged children improves.	<b>Emotional Literacy / Nurture Sessions</b>  <b>The Cove</b>	If a pupil has high resilience and high self-esteem they will make more progress. They will be happier, independent and more confident learners.	ELSA trained member of staff to support children's wellbeing. Class teachers will have regular dialogue with the ELSA and SENDCo regarding individual pupils' progress emotionally. The Cove provides a safe place for pupils to reflect and gather their thoughts, enabling them to return to the learning environment in an emotional state where they are ready to learn.	<b>HLTA and SENDCo</b>	Termly
Year 6 disadvantaged pupils have increased self-esteem and resilience.	<b>Bridge Builders Programme</b>	Disadvantaged pupils receive 1:1 mentoring from inspirational role models who have been successful in business.  Pupils become inspired to achieve and see the importance of a good education.	SLT monitor the impact on participants' behaviour in lessons and at play.	<b>SLT</b>	Termly
<b>Total budgeted cost</b>					<b>£58,786</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>

Attendance of FSM children to improve.	<b>Support for Welfare and Attendance</b>	There is statistical evidence that low attendance / persistent absence directly impacts on the rate of progress that children make. Being away from school can also affect self-esteem and confidence for pupils on their return- therefore impacting on their ability to learn.	Attendance of all PP children is monitored monthly by the deputy head teacher and the school's welfare lead. A robust system is in place to follow up on low attendance / persistent absence. PP Lead monitors this monthly and liaises closely with WL and HT. An action plan is in place to address low attendance and persistent absence of PP children.	<b>Welfare AH DHT HSLW</b>	Monthly
Improved relationships with families leading to improved attendance and working partnerships with the joint aim of the child's successful engagement with school	<b>Home School Link Worker</b>	The HSLW is the link between school and home: breaking down historic barriers towards education.  Support to improve family's lives place school families in better positions to engage with the school and better their children's educational experiences.	HT will monitor and evaluate the effectiveness of the HSLW role through appraisal.	<b>HSLW HT</b>	Termly
Instant, positive feedback personal to their child is sent directly from the teacher to the parent / carer. This promotes a more positive working relationship between school and home and instigates conversations about learning between child and parent / carer, thus improving parental involvement in their child's learning.	<b>Marvellous Me Parental Engagement app</b>	"At the age of 7, parental influence on learning is 6 times that of the school." Professor Charles Desforges, 'The impact of parental involvement, Parental Support and Family Education on Pupil Achievements and Adjustments.'	DHT will monitor the consistent use of Marvellous Me half-termly using the in-app cohort and group monitoring systems.	<b>DHT / SLT / SC</b>	Half termly
Disadvantaged pupils are able to benefit from a range of enrichment opportunities.	<b>Extra-Curricular Activities and Trips</b>	When a child enjoys a club or trip this can be a hook for them wanting to come to school. Attending clubs and trips gives the pupils experiences on which they can draw upon and increases their cultural capital. Educational clubs help to diminish the difference between non-disadvantaged pupils and disadvantaged pupils.	Liaise with SBM to ensure that all DA children are able to attend school trips and to support	<b>PP Lead SBM</b>	July 2017

			financially where needed. Liaise with club leaders and the Administration Team to monitor the attendance of DA pupils to extra-curricular activities and take action if needed.		
Disadvantaged pupils with Learning and Additional Needs (LAN) are given personalised support and opportunities to immerse them in their learning and to engage with new experiences.	<b>Specialised, individual support for PP children attending the Acorn Centre (LAN).</b>	The disadvantaged children who attend the Acorn Centre have very specific individual, additional needs. By addressing these and by providing exciting, learning experiences, these children will engage with their learning and make more progress towards their individual targets.	Acorn Centre Lead identifies individual needs and provides for them using the PP children's PPG funding.  Progress and attainment is assessed and monitored half termly by the teachers and SLT.	<b>Acorn Centre Lead (MS) SLT</b>	Half termly
<b>Total budgeted cost</b>					<b>£23,758</b>
<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2015-16</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned</b>	<b>Cost</b>	
Class teachers have in-class support to support groups of pupils and to allow class teachers to work with groups of children and to carry out 1:1 pupil conferencing.	Support by Learning Support Assistants	Whole school in-house data for 2015/16 for disadvantaged (DA) pupils show good progress has been made: Maths 101.7 Reading 101 Writing 101  In comparison with non-DA: Maths 102 Reading 101 Writing 101  This shows that the progress gap between PP and non-PP pupils at APPS has been diminished.	Assertive mentoring has proven very successful in providing pupils with individual feedback and next steps.  To be continued.	<b>£34,823</b>	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Personalised support, for children with individual needs, to access the learning and make good progress towards individual targets.	Support for pupils attending the Acorn Centre for children with Learning and Additional Needs (LAN).	<p>Whole school in-house data for 2015/16 for disadvantaged (DA) pupils show good progress has been made:            Maths 101.7            Reading 101            Writing 101</p> <p>In comparison with non-DA:            Maths 102            Reading 101            Writing 101</p> <p>This shows that the progress gap between PP and non-PP pupils at APPS has been diminished.</p>	<p>To continue with individual support as it has been successful.</p> <p>To maintain high priority of PP children in order to further diminish the attainment gap.</p>	<b>£11,813</b>
Accelerated progress for individuals who have been identified as having a specific need, including ELSA and other nurture support.	1:1 and small group intervention led by the teacher or HLTA coordinated by the SENCo.	<p>100% of PP pupils met or exceeded the desired outcomes of interventions.</p> <p>Accelerated progress demonstrated:            Maths Autumn 99.86      Summer 101.7            Reading Autumn 99.8      Summer 101            Writing Autumn 99.3      Summer 101</p>	<p>Continue with successful interventions ensuring PP attainment is focussed upon.</p> <p>Ensure more able PP children are also targeted in booster / enrichment activities.</p> <p>To establish a nurture area to support children with their mental health and emotional readiness for learning.</p>	<b>£58,088</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Improved working partnerships between school and families: positive relationships and attitudes towards education.</p> <p>Personalised support and advice for families leading to improved child welfare and learning outcomes.</p>	Home School Link Worker	<p>Use of the Early Help System to acquire new accommodation for families impacted positively upon the children: massively reducing behaviour difficulties with individuals and preventing them from being permanently excluded.</p> <p>Improved attendance and punctuality for individuals.</p> <p>Organised funding for school trips and school uniform: improving inclusion and self-esteem of individuals.</p> <p>Liaising between parents and school to further aid parents' understanding of how they can support their children at school.</p>	<p>Continue with approach.</p> <p>New HSLW employed with NSPCC background to further support the school with safeguarding.</p>	<b>£4,070</b>



<p>Enabling all pupils to access and enjoy enrichment experiences, immersing learners in the education and being fully included in opportunities available to them.</p> <p>Broadened horizons and inclusion leading to improved self-esteem and confidence.</p>	<p>Curricular and extra-curricular enrichment</p>	<p>Improved confidence and self-esteem.</p> <p>Improved engagement with learning due to inclusion in enrichment experiences.</p>	<p>Continue support and opportunities.</p>	<p><b>£668</b></p>
				<p><b>Total</b> <b>£109,462</b></p>