



Ashford Park Primary School

Pupil premium strategy statement 21-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ashford Park
Number of pupils in school	634
Proportion (%) of pupil premium eligible pupils	22.8% (145 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021 -2022 2022 - 2023 2023 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sarah Tarrant, Headteacher
Pupil premium lead	Lynsey Makepeace Assistant Headteacher
Governor / Trustee lead	Margaret Bird

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	204,150
Recovery premium funding allocation this academic year	25,954
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	230,104



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Part A: Pupil premium strategy plan

Statement of intent

At Ashford Park, we pride ourselves on being a research-informed educational setting. To support us in our endeavour for every child to meet their potential, we have sought to work with and learn from a number of respected educational colleagues including Mary Myatt, Marc Rowland, Alex Quigley and Tom Sherrington.

We encourage a breadth and depth of professional reading and disseminate new learning regularly during Professional Learning and Development meetings.

We have whole school membership to Mary Myatt's online CPD forum and encourage colleagues to participate and complete professional qualifications to improve their own knowledge and practice and that of our colleagues. We are members of the Chartered College of Teaching and all teaching colleagues have access to their resources.

In order to make informed decisions about the allocation of Pupil Premium spending, we have referred to the [EEF's Guide to a tiered approach](#). The three focus areas closely reflected the needs of the children in our school and therefore create the basis for our strategy.

The APPS philosophy is that with every decision we make, we ask the question: what impact will this have on the children?

As research evidences, and in the words of Professor Becky Francis, "the most powerful tool we have to combat educational inequality is to support great teaching in every classroom".

To achieve this, is our goal.

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 discussions with pupils indicate underdeveloped speech and language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception throughout KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.



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2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge and skills gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.</p>
4	25% of our disadvantaged pupils have identified SEN needs. 13% of our disadvantaged pupils either have an EHCP or are going through the EHCP assessment process. Pupil's barriers to learning impact negatively on their achievement.
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>In 2020/21, 4 referrals made to CAMHs for specific mental health support (rather than diagnosis of ADHD/Autism). In 2021/22 7 referrals had been made to CAMHs for mental health support.</p> <p>Numbers of children receiving Thrive support in school has risen from 12 individual pupils in 20/21 to 27 pupils in 21/22.</p>
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.4 – 1.6% lower than for non-disadvantaged pupils.



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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
<p>Challenge 1</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Challenge 2</p> <p>Improved phonics screening attainment among disadvantaged pupils in KS1</p>	<p>KS1 phonics screening outcomes in 2024/25 show that more than 92% of disadvantaged pupils met the expected standard by Yr 2.</p>
<p>Challenge 3</p> <p>Improved reading, writing and maths attainment among disadvantaged pupils.</p>	<p>KS2 reading, writing and maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p>
<p>Challenge 4</p> <p>Improved achievement for disadvantaged pupil's with SEND.</p>	<p>KS2 reading/writing and maths outcomes in 2024/25 show that 75% of pupils who are disadvantaged and have SEND make at least expected progress from their starting point.</p>
<p>Challenge 5</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Reduction in CAMHs referrals • Reduced number of pupil's requiring 1;1 Thrive intervention for SEMH needs
<p>Challenge 6</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.6%, (whole school attendance of 96.4%) and the attendance of disadvantaged pupils is in line with pupils who are not disadvantaged.



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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

Budgeted cost: £100,529

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme “Little Wandle” to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle Letters and Sounds</p> <p>2022/23 – Purchase of Little Wandle SEND resources and KS2 Rapid Catch Up</p> <p>2022/23 – Recovery Teacher to enable teacher/LSA release time in order to facilitate Little Wandle Interventions</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>* Implement the White Rose 3.0 Curriculum 2022/23</p> <p>*To embed the NCETM Mastering Number Programme in Reception, Year 1 and Year 2. 2022/23</p>	<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>



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<p>2022/23 – Recovery Teacher to enable teacher release time to embed key elements of Maths guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>		
<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Whole school implementation of a Literacy Curriculum – Literacy Tree. Literacy Tree</p> <p>*Investment in high-quality texts across the school for the delivery of the Literacy Curriculum and to embed a ‘love of reading for pleasure’.</p> <p>2022/23 – recovery teacher to enable teacher release time for professional learning and development with a Literacy Tree consultant and AHT English Lead.</p>	<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p>Improving Literacy in KS1</p> <p>Improving Literacy in KS2</p>	3
<p>Following Professional Development training with with Marc Rowland and Alex Quigley, we identified the vocabulary gap to be a significant barrier for our disadvantaged pupils.</p> <p>The English Lead continues to work on transforming our approach to teaching and learning in reading, writing</p>	<p>Grounded in the very best available evidence into reading development and vocabulary acquisition, Closing the Vocabulary Gap sets out to: help teachers understand the vital role of vocabulary in all learning.</p>	3



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and maths with a significant focus on language acquisition.		
Focus on high quality teaching, using inclusive practices and effective scaffolding and differentiation. This will ensure the needs of pupils with SEN and needs of pupils with other barriers to learning, are well met within the classroom environment.	<p>The EEF guidance states that Inclusive practices are pivotal to the success of pupils with SEND. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <p>EEF Guidance Reports SEND</p>	4

Targeted academic support

Budgeted cost: £74,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist employed by the school for half a day per week to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Purchase of Speech and Language assessments recommended by the Local Authority Inclusion teams</p> <p>*Speech link and language link</p> <p>*Purchase and use of evidenced based interventions such as colourful semantics and</p>	<p>"I can" children's communication charity evidence of the two approaches used</p> <p>I can evidence - Colourful Semantics</p> <p>I can evidence Neli</p>	1, 4



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Nuffield Early Language Intervention (NELI)		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This is delivered through the Little Wandle Catch up sessions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
1; 1 or small group Thrive interventions delivered by a Thrive Practitioner for disadvantaged pupils requiring social and emotional support.	Thrive® promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn. The Thrive Approach	5

Wider strategies

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality continued professional development and learning for teachers and learning support assistants	At APPS, we pride ourselves on our research-informed practice and in-line with The EEF's tiered approach, one of our priorities in addressing social inequality and	3



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<p>We design and deliver a comprehensive schedule of high-quality CPD to all teaching colleagues in order to improve and maintain high-quality education for all pupils.</p>	<p>striving for high quality education for all is to focus on high-quality continued professional development and learning.</p> <p>The school has memberships to Mary Myatt & Co and The Chartered College of Teaching.</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Employment of a Home School Link worker to work collaboratively with the school and parents in order to improve attendance.</p> <p>Effective communication and co working with Inclusion Officers from Surrey LA.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Partnership with 'Delight Charity'</p> <p>2021/22 – 'Delight in Shakespeare'</p> <p>Delight in Shakespeare</p> <p>.</p> <p>2022/23 – Delight in art</p> <p>Delight in art</p>	<p>Delight in Shakespeare is an intensive arts-based learning programme, delivered by Delight in partnership with Guildford Shakespeare Company (GSC) and primary schools. Over 3 years children in Years 4, 5 and 6 gain an understanding of 3 Shakespearean plays ensuring that they have a strong foundation in Shakespeare before moving onto secondary school.</p> <p>Delight in art stimulates children's imaginations exposing them to a bespoke gallery experience challenging them to take risks and increase visual arts confidence. In 2022/23 Year 4 are participating in this experience.</p>	3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours,</p>	All



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	we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £230,104



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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Measure	Reading	Writing	Maths
Disadvantaged Pupils meeting expected standard at KS2 2020 – Teacher assessment from July 2020 * Covid Year	60%	53.3%	53.3%
Disadvantaged Pupils meeting expected standard at KS2 2021 – Teacher assessment from July 2021 * Covid Year	67.5%	56.6%	65.1%
Disadvantaged Pupils meeting expected standard at KS2 2022 – validated assessment data	69.2%	69.2%	69.2%

Challenge 1 - Improved oral language skills and vocabulary among disadvantaged pupils.

In 2021/22 twelve disadvantaged children received support at least 3 times per week from the Speech and Language Therapist and/or specially trained Learning Support Assistant. The focus of this support was bespoke to the needs of each child. Speech sound production, good speaking and listening behaviours, confidence when speaking and ability to speak in grammatically correct sentences was taught.

By the end of the year all 12 pupil's demonstrated improved oral language skills in areas in which they had previously struggled. 3 of the children no longer needed speech and language support and were discharged.

4/12 pupils were supported with speech sounds. Teachers reported an improvement in the clarity of speech sounds and that the children can now be understood by an unfamiliar ear. One child made significant progress and this early intervention meant the child could be well supported by the school's core SEN offer rather than embarking on the EHCP assessment process. 5 children were targeted to increase confidence and develop listening behaviours. Teachers report that 4/5 of these children contribute more in lessons and/or demonstrate



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longer periods of attention in class. One child who has an EHCP made exceptional progress and was discharged from Speech and Language provision as it was no longer needed.

Challenge 2 - KS1 phonics screening outcomes in 2024/25 show that more than 92% of disadvantaged pupils met the expected standard by Yr 2.

2022 phonics data – 74.1% of disadvantaged pupils had met the expected standard by year 2.

Challenge 3 - KS2 reading, writing and maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.

2022 SATs data – 69.2% of disadvantaged pupils met the expected standard in reading, writing and maths.

Challenge 4 - KS2 reading/writing and maths outcomes in 2024/25 show that 75% of pupils who are disadvantaged AND have SEND make at least expected progress from their starting point.

2022 SATs and teacher assessment data – 60% of pupils in reading and writing have made expected progress. 70% of pupils in maths have made expected progress.

Challenge 5 - Sustained high levels of pupil wellbeing demonstrated in 2024/25

There are rising numbers of pupils who require support with mental health and wellbeing.

In 2020/21, 4 referrals made to CAMHs for specific mental health support (rather than diagnosis of ADHD/Autism). In 2021/22 7 referrals had been made to CAMHs for mental health support.

Numbers of children receiving Thrive support in school has risen from 12 individual pupils in 20/21 to 27 pupils in 21/22.

To meet the needs of this rising number of children, Ashford Park is working closely with Surrey NHS Child Wellbeing Practitioners. The Practitioners work 1;1 with parents to give them strategies to support their children at home. This support has been in place since June 2022 and in one month worked with 4 parents on a weekly basis. This support will continue in the 2022/23 academic year.



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Challenge 6 - The overall absence rate for all pupils being no more than 3.6%, (whole school attendance of 96.4%) and the attendance of disadvantaged pupils is in line with pupils who are not disadvantaged.

For the academic year 2021/22 attendance for the whole school was 93.6% and disadvantaged pupils was at 91.8%. Absence rates this academic year have been impacted by covid absences.

Ashford Park has the second highest attendance rate for a primary school within Spelthorne. Initial data for the 2022/23 academic year indicates an upward trend (95.6%)

Externally provided programmes

Programme	Provider
N/A	