



Ashford Park Primary School

Pupil Premium Strategy Statement

1. Summary information					
School	Ashford Park Primary School				
Academic Year	2017-18	Total PP budget (forecast)	£110,700	Date of most recent PP Review (Internal)	Oct 2017
Total number of pupils	491	Number of pupils eligible for PP	87 (18%)	Date for next internal review of this strategy	Sept 2018

	<i>School pupils eligible for PP (12 pupils 21%)</i>	<i>School pupils not eligible for PP (46 pupils 79%)</i>	<i>National pupils not eligible for PP</i>
% achieving expected standard in reading, writing and maths	17%	58%	67%
Overall progress score: Reading	-2.30	+0.0	+0.33
Overall progress score: Writing	-4.06	-0.9	+0.17
Overall progress score: Maths	-3.12	-1.5	+0.28

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	<p>Teacher recruitment and retention of quality teaching staff.</p> <p>Pupils with LAN who attend the Acorn Centre are included in the KS2 progress and attainment scores. In 2017: 50% (6) of Y6 PP children were also SEND. 25% (3) of PP pupils were pupils in our Learning and Additional Needs (LAN) Special Provision.</p>
External barriers	
B.	Absence of FSM pupils and persistent absence of key FSM children.

C.	Parental Engagement				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	<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 with a school-wide focus on 'challenge for all'.</p> <p>Children who are educated in the Acorn Centre (LAN) 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 attainment 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 so that PP and non-PP children are 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.	<p>Attendance of FSM6 children to improve. 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 FSM6 pupils. <u>Persistent Absence:</u> A decrease in % of persistent absences so that FSM6 children are in-line with school and national non-FSM children.</p>	
C.	<p>Improved parental engagement will support better working partnerships with parents and the joint aim for academic success for our pupils.</p> <p>Marvellous Me Insights will show greater parental uptake, hence engagement. This positive-only communication will encourage improved working relationships between school and home leading to joint aspirations for pupil success.</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>	
4. Planned expenditure					
Academic year	2017-18				
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?

<p>Consistently effective teaching enables every child to achieve their full potential regardless of background, socio economic group.</p>	<p>An established, teaching team with joint vision for 'success for all'.</p> <p>High quality CPD for all staff to maintain very high standards of teaching.</p> <p>Dissemination of new ideas and training feedback to all staff, by all staff.</p>	<p>EEF Teacher's Toolkit: Quality First Teaching is most effective at improving performance of pupils in the classroom.</p>	<p>SLT to recruit and retain high quality teaching staff to provide consistency and continuity of provision.</p> <p>SLT and MLT to effectively monitor the quality of teaching and learning through regular learning walks, book and planning scrutinies and appraisal.</p>	<p>SLT / MLT</p>	<p>Half termly</p>
<p>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.</p>	<p>Maths Lead to regularly train colleagues on effective teaching and learning strategies; effective use of resources and effective questioning.</p> <p>White Rose Maths mastery approach to be implemented throughout the school.</p> <p>PUMA standardised testing.</p>	<p>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.</p> <p>Teacher ownership of curriculum and coverage with a focus on embedding mathematical knowledge; application of skill and 'challenge for all'.</p> <p>PUMA as an assessment tool to enable accurate measurement of progress and attainment and to inform planning through effective gap analysis.</p>	<p>Effective dissemination of CPD.</p> <p>Maths Lead to conduct regular 'drip-feed' training to colleagues on effective strategies learnt from WRMH.</p> <p>Regular monitoring of QFT through book and planning scrutinies and lesson observations to monitor the implementation of these strategies and their impact on learning.</p> <p>Whole school knowledge of progress and attainment to identify and address any areas of need.</p>	<p>LH Maths Lead</p> <p>SLT / MLT</p>	<p>Termly progress and attainment data</p>

<p>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.</p>	<p>Daily whole class guided reading sessions.</p> <p>Inference Skills training for all teachers and LSAs.</p>	<p>English leads will have established a successful whole class guided reading system to ensure that all learners are engaged and learning from the teacher and each other. Scaffolding and 'challenge for all' is planned for and effective.</p> <p>High quality texts rich in vocabulary are used in guided reading and as models for writing.</p> <p>Inference Skills strategies are implemented throughout the school to improve pupils' ability to independently question and analyse texts in order to infer and deduce answers.</p>	<p>English Subject Leads will monitor the impact of the new guided reading system through learning walks, pupil interviews and through monitoring progress and attainment data.</p> <p>New PiRA standardised reading tests to inform progress and attainment.</p>	<p>YR and LK English Leads</p>	<p>Termly progress and attainment data</p>
Total budgeted cost					<p>£19,466</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>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.</p>	<p>Pupil Progress Meetings</p> <p>Pupil Mentor Meetings.</p>	<p>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.</p> <p>Pupil Mentor meetings enable class teachers to work with pupils on individual targets, next steps and how to meet them.</p>	<p>PP Meetings happen at least termly. Impact of provision is reviewed half termly.</p> <p>Impact is monitored at PP meetings with SLT including SENCo.</p> <p>HLTAs cover classes so that class teachers can spend time 1:1 with pupils in mentor meetings.</p>	<p>SLT SENCo</p>	<p>Termly</p>
<p>Disadvantaged children will meet or exceed age related expectations and make better than expected progress therefore diminishing the gap between them and their non-disadvantaged peers.</p>	<p>Teaching and Learning Interventions / Booster Groups</p> <p>Y5 and Y6 identified focus groups taught by AHT.</p>	<p>Smaller groups will allow for more focussed teaching and learning and increased opportunities to address individual needs with 1:1 pupil conferencing.</p> <p>With increased confidence, disadvantaged pupils will be able to access the curriculum at a higher level and will be in line with other learners.</p>	<p>Trained, skilled staff (often class teachers or specifically trained HLTAs) will deliver the sessions and will monitor the impact on progress half termly to ensure effectiveness.</p> <p>AHT (Phase 2 Lead) will support in identifying focus groups and with the planning and delivery of lessons for four afternoons per week.</p>	<p>Class teachers SENCo SLT</p>	<p>Half Termly</p>

Disadvantaged children will be given 1:1 teaching interventions	Third Space 1:1 interventions from maths specialists and	Disadvantaged children in years 5 and 6 will receive 1:1 teaching interventions from maths specialists. They will be individually assessed, from which gaps will be identified and taught.	Pupils will be allocated sessions on laptops to complete the intervention. Class teachers will monitor progress and attainment.	Class teachers SLT	Half termly
Resilience and self-esteem in some disadvantaged children improves.	Emotional Literacy / Nurture Sessions The Cove	If a pupil has high resilience and high self-esteem they will make more progress. They will be happier, independent and more confident learners. The Cove provides a safe place for pupils to reflect and gather their thoughts, enabling them to return to the learning environment in a positive more confident manner – therefore accessing the learning.	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.	HLTA and SENCo	Half termly
Year 6 disadvantaged pupils have increased self-esteem and resilience.	Bridge Builders Programme	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. Pupils are better prepared for the next stage in their academic career.	SLT monitor the impact on participants' behaviour in lessons and at play. Communication with secondary schools follows up on pupils' success.	SLT	

<p>Pupils who are unable to access online homework at home are able to consolidate and extend their learning at Homework Club after school so that it does not impact on their daily routine ie. they still have lunch and break times with friends.</p>	<p>Homework Club</p>	<p>Homework Club provides a relaxed, familiar setting for pupils to receive one to one support tailored to their individual needs.</p> <p>It enables children who do not have access to the internet at home to engage in online homework in line with their peers.</p>	<p>Class teachers monitor progress and achievement through the online homework apps.</p>	<p>HLTAs Teachers</p>	<p>Weekly</p>
<p>Children who have experienced difficult life events will be supported through a targeted, research-based approach to improve their resilience and to re-engage in life and learning.</p>	<p>Thrive Approach</p>	<p>The Thrive Approach draws on recent advances in neuroscience, attachment theory and child development to provide a powerful way of working with young people on optimal social and emotional development. In particular, the approach works in a targeted way with children who have experienced life events to help them to re-engage with life and learning.</p>	<p>Trained members of staff will monitor the impact of the approach on the individuals involved.</p>	<p>Trained members of staff: AHT HLTA SLT</p>	<p>Half termly</p>
<p>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.</p>	<p>Specialised, individual support for PP children attending the Acorn Centre (LAN).</p>	<p>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.</p>	<p>Acorn Centre Lead identifies individual needs and provides for them using the PP children's PPG funding.</p> <p>Progress and attainment is assessed and monitored half termly by the teachers and SLT.</p>	<p>Acorn Centre Lead Teachers SLT</p>	<p>Half termly</p>

Total budgeted cost **£100,694**

iii. Other approaches

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?
Attendance of FSM children to improve.	Support for Welfare and Attendance	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 SLT and the school's welfare lead. A robust system is in place to follow up on low attendance / persistent absence. An action plan is in place to address low attendance and persistent absence of PP children.	Welfare SLT HSLW	Monthly
Improved relationships with families leading to improved attendance and working partnerships with the joint aim of the child's successful engagement with school.	Home School Link Worker	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.	HSLW HT	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.	Marvellous Me Parental Engagement app	"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.	DHT SC	Half termly
Disadvantaged pupils are able to benefit from a range of enrichment opportunities.	Extra-Curricular Activities and Trips	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 financially where needed. Liaise with club leaders and the Administration Team to monitor the attendance of DA pupils to extra-	DHT SBM	As required

			curricular activities and take action if needed.	
Total budgeted cost				£9,354
Total				£129,514
5. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	
Consistently effective teaching enables every child to achieve their full potential regardless of background, socio economic group.	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.	Established teachers have gained further skills which they have implemented into the classroom. The whole school ethos 'Inspiring a love for lifelong learning' is demonstrated by staff who continue to seek further CPD opportunities in order to improve their own and others' performance – hence pupil outcomes.	Continue to empower teachers with the tools and knowledge to positively impact on pupils' learning and preparation for life in modern Britain.	
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.	Maths teaching and learning; resources and effective questioning.	Much more frequent and effective use of manipulatives by children, teachers and LSAs. More modelling of resources observed. When spoken to, the children say that they refer to displays and are more confident in selecting and using concrete resources to support their learning.	LH Maths Lead to continue to monitor effective use of resources and to drip-feed examples of good practice during PDMs. An audit of resources to take place so that classrooms are fully stocked with appropriate resources.	

<p>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.</p>	<p>Improved Guided Reading sessions</p>	<p>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.</p>	<p>Continue to teach whole class guided reading.</p> <p>Arrange Inference Skills training for all teachers and LSAs.</p>	
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Total cost: £33,228

ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned	
<p>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.</p>	<p>Pupil Progress Meetings Assertive Mentoring</p>	<p>1:1 Pupil mentor meetings have ensured that children know their individual targets and how to meet them.</p> <p>PP children are identified on planning so that teachers and LSAs focus on them first for 1:1 pupil support, reinforcement and reassurance.</p>	<p>The school is no longer using Assertive Mentoring as an assessment tool.</p> <p>However teachers will continue with 1:1 pupil conferencing and pupil mentor meetings as PP children continue to be a focus for QFT strategies and additional, personalised support.</p>	
<p>Disadvantaged children will meet or exceed age related expectations and expected progress therefore diminishing the gap between them and their non-disadvantaged peers.</p>	<p>Teaching and Learning Interventions / Booster Groups</p>	<p>Smaller teaching groups in year 6 allowed teachers to better focus the learning informed through thorough gap analysis.</p> <p>Booster groups enabled Y6 teachers to work more closely with individuals in addressing misconceptions and by providing more targeted support – again through thorough gap analysis.</p>	<p>Continue with booster groups to continue to improve pupil self-confidence.</p> <p>The success of these targeted groups has further informed the phase action plan to include the AHT and Phase Lead to assist in planning and teaching further identified groups of individuals.</p>	
<p>Resilience and self-esteem in some disadvantaged children improves.</p>	<p>Emotional Literacy / Nurture Sessions The Cove</p>	<p>Improved emotional literacy and a separate working space has proven valuable for many pupils in enabling them to concentrate better. Strong relationships built between pupils and HLTAs in The Cove mean that the individual is better understood and their needs better catered for.</p>	<p>Continue use of The Cove as an area for emotional and learning support.</p> <p>Move The Cove to a larger space and resource it further in preparation for implementation of The Thrive Approach.</p>	
<p>Year 6 disadvantaged pupils have increased</p>	<p>Bridge Builders Programme</p>	<p>Y6 pupils who have taken part in the Bridge Builders programme have built strong relationships of trust with their mentors.</p>	<p>Continue with Bridge Builders in order to further share opportunities available to our children. To</p>	

self-esteem and resilience.		They have shown improved confidence and self-esteem: they enthusiastically presented to mentors and parents all about their experiences and talked about what they aspire to do in the future. Aspirations have undoubtedly been raised.	inspire them and prepare them towards a life in modern Britain. Re-engaging them with the value of a good education.	
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Total cost: £58,786

iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned	
Attendance of FSM children to improve.	Support for Welfare and Attendance	Attendance of pupil premium children is monitored rigorously and with input and support from the HSLW, EWO and school incentives it has remained at a similar level despite the number of PP children increasing by nearly 30% on the previous year.	Continue to monitor and improve.	
Improved relationships with families leading to improved attendance and working partnerships with the joint aim of the child's successful engagement with school.	Home School Link Worker	The HSLW has been vital in supporting PP children and families. She has offered both emotional and material support. Families have been directed to appropriate agencies and support providers including housing.	Continue HSLW support for families.	
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.	Marvellous Me Parental Engagement app	83% of pupils in the school are signed up for the Marvellous Me app. All feedback from parents has been positive and children see it as an incentive and reward for good behaviour, kind deeds and academic successes.	Continue use of Marvellous Me and further engage families who are not yet signed up.	

<p>Disadvantaged pupils are able to benefit from a range of enrichment opportunities.</p>	<p>Extra-Curricular Activities and Trips</p>	<p>No pupil is at a disadvantage when it comes to extra-curricular and enrichment activities. All pupils are included and involved in the rich and diverse array of opportunities provided by the school to engage, enthuse and encourage a love of life and learning.</p>	<p>Continue to monitor and enable all pupils to be open to opportunities.</p>	
<p>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.</p>	<p>Specialised, individual support for PP children attending the Acorn Centre (LAN).</p>	<p>Pupils taught in The Acorn Centre have made excellent progress towards individual attainment and progress targets.</p>	<p>Continued specialist provision and assessment including the involvement of expertise from external agencies.</p>	
				<p>Total cost: £23,758 Overall total cost: £115,772</p>