



# Ashford Park Primary School

## Pupil Premium Strategy Statement 24-27

This statement details our school's use of pupil premium 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 on disadvantaged pupil outcomes.

### School overview

Detail	Data
School name	Ashford Park
Number of pupils in school	645
Proportion (%) of pupil premium eligible pupils	25% (165 pupils)
Academic year/years that our current pupil premium strategy plan covers	Review of 2023-24  Strategic plan: 2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date by which it will be reviewed	December 2025
Statement authorised by	Pete Boulton Head Teacher
Pupil Premium Lead	Lucy Allen Deputy Head Teacher
Chair of Governors	Paul Goulden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,021
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£245,021</b>



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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 Marc Rowland, Alex Quigley and more recently Tom Sherrington through the WalkThru Implementation Project.

We encourage a breadth and depth of professional reading and disseminate new learning regularly during Professional Learning and Development meetings. We encourage and support colleagues to seek CPD and NPQs to further develop their confidence and capability to provide the highest quality of education possible for all of our learners.

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 reflect 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	<b>Speech and language</b> 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.
2	<b>Phonics</b> 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.



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3	<p><b>Gaps in knowledge due to lesser engagement during partial school closures due to covid lockdowns</b></p> <p>Our assessments and observations indicate that there is a residual impact on the education and wellbeing of many of our disadvantaged pupils following partial school closures (due to the covid pandemic) during the earlier stages of their education.</p> <p>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	<p><b>Percentage of disadvantaged pupils with additional needs is higher than the % of non-disadvantaged pupils with SEN</b></p> <p>22% of our disadvantaged pupils have identified SEN needs. 15% of our disadvantaged pupils have an EHCP.</p>																
5	<p><b>Percentage of disadvantaged pupils with social and emotional issues is higher than that of non-disadvantaged peers</b></p> <p>Our assessments, 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>																
6	<p><b>Attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils</b></p> <p>Our attendance data over the last 3 years indicates:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Disadvantaged</th> <th style="text-align: center;">Non-disadvantaged</th> <th style="text-align: center;">Difference</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2021-22</td> <td style="text-align: center;">93.8% (94)</td> <td style="text-align: center;">95.7% (562)</td> <td style="text-align: center;">1.9%</td> </tr> <tr> <td style="text-align: center;">2022-23</td> <td style="text-align: center;">93.6% (122)</td> <td style="text-align: center;">95.9% (543)</td> <td style="text-align: center;">2.3%</td> </tr> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center;">93.2% (147)</td> <td style="text-align: center;">95.7% (525)</td> <td style="text-align: center;">2.5%</td> </tr> </tbody> </table> <p>(numbers in brackets = pupil numbers)</p>		Disadvantaged	Non-disadvantaged	Difference	2021-22	93.8% (94)	95.7% (562)	1.9%	2022-23	93.6% (122)	95.9% (543)	2.3%	2023-24	93.2% (147)	95.7% (525)	2.5%
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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><b>Challenge 1: Speech and language</b></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><b>Challenge 2: Phonics</b></p> <p>Improved phonics screening attainment among disadvantaged pupils in KS1</p>	<p>KS1 phonics screening outcomes show that more than 92% of disadvantaged pupils met the expected standard by Yr 2.</p>
<p><b>Challenge 3: Gaps in knowledge due to covid lockdowns</b></p> <p>Improved reading, writing and maths attainment among disadvantaged pupils.</p>	<p>KS2 reading, writing and maths outcomes show that more than 85% of disadvantaged pupils met the expected standard.</p>
<p><b>Challenge 4: Disadvantaged pupils with SEND</b></p> <p>Improved achievement for disadvantaged pupils with SEND.</p>	<p>KS2 reading, writing and maths outcomes show that 75% of pupils who are disadvantaged and have SEND make at least expected progress from their starting point.</p>
<p><b>Challenge 5: Social and emotional wellbeing</b></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 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations</li> <li>• Reduction in CAMHs referrals</li> <li>• Reduced number of pupils requiring 1:1 ELSA intervention for SEMH needs</li> </ul>
<p><b>Challenge 6: Attendance</b></p> <p>To achieve and sustain improved attendance for</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils is in line with or above National and the attendance of disadvantaged pupils is in line with pupils who are not</li> </ul>



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all pupils, particularly disadvantaged pupils.	disadvantaged. School level data shows improvements over time, detailing the support given.
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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: £90,694.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>The WalkThrus Implementation Project with Tom Sherrington to hone and refine high-quality teaching and adaptive teaching skills.</b></p> <p><a href="https://walkthrus.co.uk/how-does-it-work">https://walkthrus.co.uk/how-does-it-work</a></p>	<p>Research-informed teaching and assessment strategies with a focus on reducing cognitive overload, enabling all pupils to know more, remember more and to be able to do more.</p> <p>WalkThrus is a selection of 150 evidence-based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps.</p> <p>WalkThrus are organized in six series behaviour and relationships, curriculum planning, explaining and modelling, questioning and feedback, practice and retrieval and what we call Mode B Teaching.</p> <p><a href="#"><b>EEF: Cognitive Science Approaches in The Classroom</b></a></p>	<p>3 and 4</p>
<p><a href="#">DfE validated Systematic Synthetic Phonics programme</a> “Little Wandle” to secure stronger phonics teaching for all pupils.</p> <p><a href="#">Little Wandle Letters and Sounds</a></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: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>2</p>



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<p>Further implementation of the fluency programme, SEND programme and rapid catch-up programme for pupils who have not 'kept-up' with the initial LW programme.</p>	<p>Little Wandle SEND programme, resources are adapted to suit the pace to the needs of the children. Children who need a slower pace to support retention difficulties and/or challenges following one-and two-step instructions and a set routine are more ready to learn phonics therefore accelerate at greater speed through the programme.</p> <p>Further investment in phonically decodable books to take home addresses a previously identified barrier to disadvantaged families reading at home. Reading a book and chatting about it has a positive impact on children's ability to:</p> <ul style="list-style-type: none"> <li>•understand words and sentences</li> <li>•use a wide range of vocabulary</li> <li>•develop listening comprehension skills</li> </ul> <p>Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.</p> <p>Investment in the fluency programme for those children who have exited the phonics programme provides explicit instruction of reading fluency. For disadvantaged pupils this can improve confidence, competence and engagement with reading. Rasinski (Why reading fluency should be hot! 2012) identifies fluency instruction as the bridge between word recognition and comprehension. He cites two elements to this: automaticity and prosody both of which are prioritised in the fluency programme.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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</p>	<p>3, 4</p>



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	<p>Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>          The EEF guidance is based on a range of the best available evidence:  <a href="#">EEF-Improving Mathematics in Key Stages 2 and 3 2022</a></p>	
Work in partnership with NEHS Maths Hub	<p>Further develop maths lead's knowledge and skills to refine and improve the maths curriculum for pupils at APPS.          NEHS Maths Hub provides effective CPD opportunities for all staff to ensure that all pupils get a quality maths education, which has a positive impact on school and pupil outcomes.          CPD raises the quality of practitioner' knowledge of mathematics, of pupil's mathematical development and of effective mathematical pedagogy.</p>	
Improved attainment in maths at the end of KS2	<p>Staff articulate and model metacognitive thinking through the I do-we do-you do approach, supported by WalkThru approaches. (E.g. what do I know about this problem? What strategies have I used before?) Scaffolding tasks to support pupil development of metacognitive and cognitive skills – worked examples.</p>	
Use a wide range of concrete manipulatives to explore through purposeful activity conceptual understanding, particularly in early years and KS1 where children are laying strong foundations for building more complex mathematical concepts.	<p>Recommendation 3 of the EEF's 'Improving Mathematics in the Early Years and Key Stage 1' guidance report highlights manipulatives and representations as powerful tools for supporting young children to engage with ideas across many areas of mathematics.</p> <p>Effective use of manipulatives support pupils to connect ideas and integrate</p>	



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	<p>their knowledge so that they gain a deep understanding of mathematical concepts.</p> <p>Long term use of manipulatives in maths, will ensure pupils are more able to verbalise their mathematical thinking, find ways to solve problems, gain a deeper understanding of mathematical ideas and concepts and gain confidence in their abilities to find solutions to mathematical problems.</p>	
Embed NCETM Mastering Number Programme in Reception, Year 1 and Year 2.	<p>This programme is a highly visual, research informed programme to provide the structure and depth to times tables teaching that children need to achieve fluency in essential multiplication and division facts and concepts. The aim of this programme is to achieve fluency for every child without exception and will be implemented in Year 3 from Spring 2025 and rolled out in subsequent years up to Year 6.</p>	
Continued implementation of Number Sense Times Table Fluency Programme in Years 3 and 4	<p>The programme is informed by research into the mathematical development of young children, particularly how children achieve automaticity in multiplication facts.</p> <p>The programme develops recall of 36 core multiplication facts. Fluency in these facts provides the foundation for all written and mental multiplication and division. New facts are introduced and taught visually through the conceptual lessons, and aurally through the chanting of verbal sound patterns. Facts are learned to gain fluency through daily practice sessions and targeted support provided where needed.</p>	
Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.	<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p>	3



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<p>Whole school implementation of a Literary Curriculum – Literacy Tree.  <a href="#">Literacy Tree</a></p> <p>Purchase of books to stock the Reading for Pleasure Pod to encourage all teachers, families and pupils to share books, discuss and recommend books to further embed the culture of ‘reading for Pleasure’.</p> <p>2024/5 - further CPD of teachers and LSAs to ensure high-quality teaching if the Literary Curriculum.</p>	<p>The EEF guidance is based on a range of the best available evidence.  <a href="#">Improving Literacy in KS1</a></p> <p><a href="#">Improving Literacy in KS2</a></p> <p>A cornerstone of our reading provision is that we build knowledge of children’s literature over time building schema. Building schema helps children to deepen learning and improve retention of knowledge. (Fiorella and Meyer (2015)). Carefully selected texts encourage pupils to make deep, meaningful connections between reading experiences, the wider curriculum and beyond. Texts are carefully selected to promote interdisciplinary reading. The texts selected, from picture books to novels are chosen because of their quality language, rich themes and diverse characters. By selecting texts pitched at the interest level, rather than just the reading level of the children, we can ensure engagement for all.</p> <p>Investment in core texts so that every child has a copy of the text to read alongside the teacher ensures every child can directly interact with the text. Pupils explore new language in depth and expert reading is modelled.</p> <p>Texts chosen to fill the Library Pod have been chosen to engage all pupil groups. Families are encouraged to select books together, articulate their choices. Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing and further embed the culture of ‘reading for pleasure’.</p> <p>Further CPD for teachers and LSAs focusing on adaptive teaching. Ensuring every pupil is given the opportunity to reach their full potential through providing quality first teaching, the correct amount</p>	
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	<p>of support and setting high expectations for all learners.</p>	
<p>Focus on high quality teaching, using inclusive practices and effective scaffolding and differentiation. This will ensure the needs of pupils with SEND are well met within the classroom environment.</p>	<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><a href="#">EEF Guidance Reports SEND</a></p>	4
<p>High-quality professional development is one of the recommended approaches to improve high-quality teaching and learning in the <a href="#">EEF Menu of Approaches</a></p> <p>The National Professional Qualifications are also recommended as an approach to improving teacher recruitment and retention by reducing teacher workload.</p> <p><a href="#">EEF Effective Professional Development</a></p> <p><a href="#">DfE's Reducing School Workload Collection</a></p> <p>2024/25 NPQ SEND</p>	<p>The National Professional Qualifications (NPQs) provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high quality teaching practice, such as behaviour management, to those leading multiple schools across trusts.</p> <p>NPQ programmes are built on the contents of frameworks underpinned by a body of trusted sources of research. In addition to highlighting knowledge and skills that are integral to effective teaching and learning.</p> <p>Professional development is one of the DfE's strategies for improving teacher recruitment and retention via their vision to make sure careers in teaching are attractive, rewarding and sustainable: <a href="#">Gov.uk Teacher Recruitment and Retention Strategy</a></p>	



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2024/25 - Cover funded for teacher completing NPQLTD x 1		
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### Targeted academic support

Budgeted cost: £128,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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> <p>APPS Communication Champion – LSA trained specifically in the delivery and assessment of speech and language interventions.</p>	<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><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1 and 4
<p>Purchase of Speech and Language assessments recommended by the Local Authority Inclusion teams</p>	<p>Colourful Semantics is a recommended approach by Speech and Language Therapists.</p> <p>Explanation and support of Colourful Semantics at Integrated Treatment Services:  <a href="https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantic-2/">https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantic-2/</a></p> <p>Speech Link and Language Link has enabled us to assess children's speech and language needs and produce a programme staff can follow to support the development in specific areas.</p>	1 and 4



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<p>*Speech Link and Language Link</p> <p>*Purchase and use of evidenced-based interventions such as Colourful Semantics</p>	<p>Evidence to support Speech and Language Link:  <a href="https://speechandlanguage.info/resources/perch/pdf/impactbrochuremar2023onlinepages.pdf">https://speechandlanguage.info/resources/perch/pdf/impactbrochuremar2023onlinepages.pdf</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This is delivered through the Little Wandle Catch up sessions.</p>	<p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>1:1 or small group ELSA interventions delivered by a qualified ELSA for disadvantaged pupils requiring social and emotional support.</p>	<p>Based on established neuroscience, attachment theory and child development, the ELSA/s have been trained to identify specific needs and targeted support for children to be able to learn strategies to understand and accept their emotions; to be able to name and talk about how they are feeling and why; and therefore to be able to learn strategies to manage and regulate their emotions so that they are able to learn and thrive.</p>	5



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### Wider strategies

Budgeted cost: £29,723

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality continued professional development and learning for teachers and learning support assistants.</p> <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>At APPS, we pride ourselves on our research-informed practice and in-line with <a href="#">The EEF's tiered approach</a> one of our priorities in addressing social inequality and striving for high quality education for all is to focus on high-quality continued professional development and learning.</p> <p>Every colleague in the school has an active membership to <a href="#">The National College</a> to keep abreast of the latest information and training via high-quality online CPD.</p> <p>All members of the teaching staff have full membership with <a href="#">The WalkThrus website</a>.</p> <p>A proactive coaching programme is in place to enable teachers to collaborate on effectively embedding powerful adaptive teaching strategies to support all learners to avoid cognitive overload and to improve the transfer of new information into their long-term memory, freeing up the working memory to grapple with new concepts and ideas.</p> <p>Teachers and leaders work closely with the <a href="#">Schools Alliance for Excellence (SAfE)</a> so that colleagues can collaborate with other teachers, leaders and</p>	<p>3</p>



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	SEND specialists. SaFe is an Education Partnership Committed to Building an Education System That is Better for All.	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Working Together to Improve School Attendance</a> guidance.</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> <p>School systems and processes have been updated to reflect the guidance and to fully support our school community.</p>	6
<p>Partnership with <a href="#">Delight Charity</a></p> <p>Delight is a leading arts-based learning charity, dedicated to creating lasting change for children affected by disadvantage. Our vision is to provide equal opportunity for every child to thrive both in their school years and beyond.</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 2023/24 Year 4 participated in this experience.</p>	3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £249,381.70 (overspend of £360.70)



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### Part B: Review of outcomes in the previous academic year

#### Pupil premium strategy outcomes

The table details the impact that our pupil premium activity had on pupils in the previous three academic years.

Measure	Reading	Writing	Maths
Disadvantaged Pupils meeting expected standard at KS2 2021- 2022	69.2%	69.2%	69.2%
Disadvantaged Pupils meeting expected standard at KS2 2022 - 2023	47%	58%	42%
Disadvantaged Pupils meeting expected standard at KS2 2023 – 2024	82%	61%	57%

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

In 2023/24 eighteen disadvantaged children with EHCPs received support at least 3 times per week from the Speech and Language Therapist and/or specially trained Communication Champion. 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. Seven of these children also attend The Acorn Centre.

By the end of the year, all 18 pupils demonstrated improved oral language skills in areas in which they had previously struggled.

#### **Mel to update:**

#### **Challenge 2 - KS1 phonics screening outcomes show that % of disadvantaged pupils meeting ARE for phonics at the end of KS1 is at least in line with that of all pupils.**

2024 phonics data: 89% of disadvantaged pupils had met the expected standard by the end of Y2.



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**Challenge 3 - KS2 reading, writing and maths outcomes show that the % of disadvantaged pupils meeting ARE is at least in line with that of all pupils.**

	Reading		Writing		Maths	
	PPE	All pupils	PPE	All pupils	PPE	All pupils
2023/24	82%	82%	61%	72%	57%	73%
	=		-11%		-16%	
2024/25						
2025/6						

**Challenge 4 - KS2 reading, writing and maths outcomes show that pupils who are disadvantaged AND have SEND make at least expected progress from their starting points.**

	Progress score for PP with SEN Support (25 chn)		
	Reading	Writing	Maths
2023/24	2.6	2.6	3.4
2024/25			
2025/6			

The one PPE child with an EHCP has a case study as her final year was very turbulent. She made strong progress from her starting point at APPS but the learning was disjointed and impacted by personal factors.

**Challenge 5 - Sustained high levels of pupil wellbeing demonstrated.**

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

In 2022/23, 1 referral was made to CAMHs for specific mental health support (rather than diagnosis of ADHD/Autism). In 2022/23, 4 referrals were made to the Children's Wellbeing Practitioner for mental health support.

In 2023/24 there were 8 referrals to the Primary Mental Health Team. There were 9 referrals made to ND Spoke (once it reopened in February).



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Numbers of children receiving Thrive / ELSA support in school has risen from 27 individual pupils in 21/22 to 41 pupils in 22/23.

In 2023/24, 44 children received ELSA support in school. Of these, 23 (52%) were in receipt of PP funding.

To meet the needs of this rising number of children, Ashford Park is working closely with Surrey NHS Children's Wellbeing Practitioners. The Practitioners work 1:1 with parents to give them strategies to support their children at home.

In the year 2024/25, three new colleagues will be trained as ELSAs to meet the growing needs of the school.

**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%.

2022/23 attendance for the whole school was 93.2%, with attendance of disadvantaged pupils at 91.6%.

2023/24 attendance for the whole school was 93.98%, with attendance of disadvantaged pupils at 92.27%.

### Externally provided programmes

Programme	Provider
N/A	