



Ashford Park Primary School

Inspiring a love for lifelong learning

23% of our pupils receive Pupil Premium Funding.

Some of our barriers to achievement are attendance, punctuality, pupils being 'ready to learn' and having age appropriate speech and language skills. These barriers often cause pupils to have conceptual gaps in their learning. Within our community there are examples of low aspirations, limited access to positive role-models, resources, books, libraries and positive life experiences. We face instances of a lack of parental engagement with school, including negative perceptions of education. Some pupils are in difficult home environments with a lack of regular routines including home reading, homework, spellings and having correct equipment in school.

What are we doing to improve outcomes for all children and in particular – diminishing the difference for our disadvantaged children?

Our strategies broadly cover three key areas:

- High quality teaching with targeted support
- Pastoral provision
- Enrichment and experiences

A Relentless Focus on Quality Teaching

At Ashford Park we have a strong ethos of "lifelong learning" and as such, give high importance to pedagogy and therefore continuous professional development of teachers and learning support assistants to improve learning experiences and outcomes for all pupils. In school, we release teaching and support staff regularly to attend relevant training which is disseminated to colleagues. Our monitoring of provision for disadvantaged pupils is robust and formalised in performance management systems.

We use research to identify solutions to challenges, trial them and then disseminate effective practice. Recent whole school examples include the implementation of the White Rose Maths Mastery Scheme across the school, Inference Skills training to improve reading and Real PE training for all teachers. Other recent in-house training includes 'the use of manipulatives' in maths and a whole school change to standardised summative assessment tools. Lesson studies have a focus on school

improvement priorities and serve as an effective self-evaluation tool and vehicle for sharing of good practice.

Building Effective Staff-Pupil Relationships/Dialogue

Each half term, pupils and teachers have 10 minute pupil progress meetings. This has multiple benefits: it builds relationships and creates time to explore individual barriers to learning and promote resilience. It also enables teachers to introduce (and explain) precise learning targets.

Intervention

High adult pupil ratios across the school provide the capacity for numerous pre-planned intervention groups (and also ad-hoc interventions according to need). There is an absence of '*intervention culture*' as groupings are fluid and cater for different abilities and subjects. These interventions take place during and after school.

Improving Attendance

To improve attendance we celebrate the class with highest attendance in each key stage by presenting them with an attendance mascot in weekly assemblies. Twice a year one child from each key stage is chosen to receive a Kindle in recognition of 100% attendance.

Smooth Transition

We ensure that pupils who join the school in Reception and those who leave us in Year 6 have a successful transition programme. We conduct home visits for all new reception pupils and organise a range of introductory activities for new starters to experience the school setting prior to their commencement in Reception. Likewise, we work closely with local secondary schools to arrange joint activities so that Year 6 pupils can experience life at secondary school before they leave Ashford Park. We provide disadvantaged pupils in Year 6 with a mentor system called Bridge Builders which is led by professionals from the business world and is designed to inspire and motivate our pupils in preparation for the next stage in their academic career.

Pastoral Provision

We have a nurture room called The Cove which is a 'safe space' for children who are struggling emotionally or academically to seek emotional support. This room can be used before school to prepare children for learning and throughout the day so that pupils can self-regulate behaviours or can re-centre themselves in order to continue with their learning.

We currently have four members of staff receiving Thrive Approach training to improve pupil behaviour and well-being.

Our Home School Link Worker builds relationships with parents and children, attends meetings, maintains records which are shared (as appropriate) with relevant school staff so that class provision can be adapted.

Broadening Experiences

We put on an extensive range of trips so pupils are acquainted firstly with their local area and, secondly, places of specific interest. In this way, pupils experience more culture, history, geography and experience team-building and physical activities that they may not have experienced otherwise. We do not allow financial concerns to become a barrier to our pupils enjoying enrichment activities as we state that payments are a voluntary contribution. To keep costs low we often invite exciting visitors into our school and provide workshops on school premises to bring learning to life.

Children at Ashford Park are encouraged to be inquisitive and excited about the world around them. To engage imaginations and inspire curiosity, we have a covered outside classroom with its own fire pit and a separate nature area with a pond and bird hide that the children built themselves. We also have ducks which the children have nurtured since watching them hatch from eggs, two school rabbits and a therapy dog called Ziggy who supports emotionally vulnerable pupils and teaches all to be caring, kind and respectful of living things.

Parental Engagement

We have introduced Marvellous Me which is a positive home – school communication system: the current uptake is that 86% of pupils have a parent or carer in receipt of regular notifications.

We constantly reflect upon and evaluate our strategy and the impact it has on our disadvantaged pupils' outcomes. We continue to use research findings to look for solutions to internal and external barriers in order to diminish the difference and Achieve Potential Produce Success for ALL.