



Amble Links First School. The Pupil Premium Grant. Accounting for expenditure in 2013-14

The school is allocated, by the [government](#), a sum of money each year to address the current underlying inequalities between children eligible for free school meals and their less advantaged peers. In the current 2013/14 financial year this amount was £953 for each pupil ever eligible for FSM, in the care of the Local Authority (LAC) or with a parent in the Armed Forces. At Amble links First school this sum came to £47700.

In September 2013, 48% of pupils were entitled to Pupil Premium funding. Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success and outcomes of the strategies they choose.

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately addressed and assessed.
- We recognise that not all pupils who receive the Pupil Premium Grant will experience disadvantage at school
- We also recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We may allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.
- Pupil Premium funding will follow identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.

The total amount we received as grants in the current academic year in respect of our disadvantaged pupils (FSM, ever6, CLA and forces pupils) was £47,700. We have targeted the attainment of this group in the following ways and spent our funding as described in the table below. We have used the [Sutton Trust/ EEF toolkit](#) to inform our decisions about the evidence that supports each approach.

The most costly of these interventions have a focus on learning in the curriculum; a number have a focus on social and emotional learning and there is some focus on the enrichment of the curriculum.

Amount	What we are doing	EEF Toolkit summary	Why we used the allocation in this way	The impact on our disadvantaged pupils
£ 3000	We subsidise the weekly swimming lessons and educational visits that enrich the curriculum to make these accessible to every child by ensuring that a proportionate but affordable contribution is requested from families with children eligible for the PPG.	Sports participation. + 2 Months. Moderate impact for moderate cost based on moderate evidence.	We want children to understand that we value and promote their physical as well as social and emotional wellbeing. Living close to the sea and a river, we place considerable value on ensuring that all children can swim by the time they leave school. We also acknowledge that being involved in extra-curricular sporting activities may increase attendance and retention and that participation in sports does not always transfer to academic learning.	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. 100% of pupils left the school at the end of Y4 with the accomplishment of being able to swim 25m. All children in school have attended educational visits during the year and benefited from these additional experiences. No children have missed visits through lack of contributions.
£ 1200	The annual Y4 residential visit to Robinwood is attended by every pupil in the year group. This is made possible by having funding available to offer subsidies to families in receipt of the PPG grant.	Social and emotional learning + 4 Months. Moderate impact for very low cost, based on extensive evidence. Outdoor adventure learning + 3 Months. Moderate impact for moderate cost, based on limited evidence.	Although the centre is an opportunity for outdoor adventure learning, experience also shows that the visit is a valuable opportunity for children to develop social and emotional skills with regard to independence and autonomy, risk taking, teamwork, collaboration and self-evaluation.	Children's autonomy, self-awareness and sense of independence are developed, articulated and celebrated in school. Participation contributes to our commitment to ensuring that children are well prepared, both socially and emotionally to make the transition from first school to the middle school environment, and the academic challenges some will face. All children (except one not wishing to attend) in Year 4 attended the Robinwood Residential in November 2013. Benefits included all pupils experiencing activities that they had not experienced before. Parents unanimously reported that their children had developed in confidence and enjoyed the experiences provided.
£7000	We fund teaching assistants who implements small group phonics teaching	Small group tuition + 4 Months. Moderate impact	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when	School data shows that the majority of children make better than expected progress from their starting points. Pupils have been supported by

	interventions to close gaps in literacy	for moderate cost, based on limited evidence.	pupils are grouped according to current level of attainment or specific need.	teaching assistants during their daily Read Write Inc Phonics sessions in Reception and Key Stage 1. End of 2013 results show that 76% of our pupils reached the expected level against the national average of 74%. For pupils entitled to Pupil Premium 73% reached the expected level against 61% nationally. For pupils retaking the phonics test in Year 2, 100% reached the expected grade against 88% nationally.
£ 17000	In a year group with 80% of the population eligible for the grant, we have reduced the class size by employing a second teacher in order to create two classes in a year group where the class size was 36 pupils (currently 33)	Reducing class size + 3 Months. Low impact for very high cost, based on moderate evidence.	The year group has a high level of children whose additional vulnerabilities (e.g. month of birth, sex, SEN) in addition to qualifying for the PPG led us to define a need for smaller classes to improve organisation and feedback.	Data shows that higher percentages of children reached age related expectations by the end of Y3 and Y4 than they did at the end of KS1. In the Y3 cohort with 80% PP pupils progress of PP pupils was higher than Non PP pupils in reading and maths and in line in writing. When measured like for like the achievement of PP pupils was in line with their non PP peers. Y4 pupils exceeded their FFT projections from KS1.
£ 3000	We have invested in the Maths Makes Sense programme for all pupils. This included whole staff training.	Meta-cognition and self-regulation + 8 Months. High impact for low cost, based on extensive evidence.	<i>Maths Makes Sense</i> has been evaluated as 'an inclusive scheme that is accessible for all styles of learners', which makes maths 'enjoyable and memorable' for pupils. We value a resource that will improve meta-cognitive strategies in all pupils.	In the 2013-14 academic year APS progress in maths across the school was equal to or better than that of reading and writing. In KS1 school attainment of PP group exceeded national scores. Percentages of pupils achieving L3+ in maths for PP and non PP pupils were identical.
£ 6000	After school activities (Football coaching on Thursdays and additional homework support on Mondays) which are available to all pupils for a small fee are	After school programmes. + 2 Months. Low impact for high cost, based on limited evidence.	We acknowledge that being involved in extra-curricular sporting activities may increase attendance and retention. Research indicates that participating in after school programmes improves performance	Increased numbers of pupils attend after school clubs on Mondays and Thursday. This has lead to increased participation in after school sport and increased quantities of homework being produced by children who have previously not completed homework.

	available free of charge to pupils eligible to receive the PPG.		on measures of academic achievement. At risk children are more likely to benefit as are younger children (5-10 year olds).	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. They learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Extra-curricular sport or homework support would not be available to many pupils if we did not offer them as enrichment.
£7000	Our ELSA trained support assistant has been funded to add additional hours to her caseload.	Social and emotional learning + 4 Months. Moderate impact for very low cost, based on extensive evidence.	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	Barriers to learning which are often related to social and emotional issues are addressed and resolved quickly through intervention from our ELSA Social and emotional interventions targeted at individuals are the most expensive, however our school recognises the value of this to both pupils and to learning and outcomes
£500	Access to online resources and the LA's e-learning platform has been subsidised.	Digital technology + 4 Months. Moderate impact for high cost, based on extensive evidence.	Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practice more.	Pupil participation on Mathletics homework has increased throughout the school year and continues into 2014-15. 75% of KS1 and KS2 pupils accessed Mathletics and completed additional maths activities as part of increased homework participation. Maths attainment and progress across the school has improved in 2013-14. Free access to these technologies supports pupils to work harder, for longer or more efficiently to improve their learning.
£600	The school purchased Play Ranger support from the Health and Wellbeing SLA.	Meta-cognition and self-regulation + 8 Months. High impact for low cost, based on extensive evidence.	In order to raise self-esteem and awareness of how to initiate positive, structured play, we invested in training for Basic Junior Play Leaders and for staff in Promoting Positive Playtimes. We also have a TA presence in the play areas at lunchtimes to ensure that the Junior	2014 Parental Questionnaire responses show that 100% of parents believe that the school encourages their children to lead a healthy lifestyle. As part of the overall lunchtime initiative behaviour at lunchtimes has improved dramatically. Behaviour logs show fewer incidents of inappropriate behaviour and

			Play Leaders can initiate play unimpeded by challenging behaviour	lunchtime staff report that pupils are far more active. Teachers report less disruption at the end of lunchtimes dealing with incidents. More pupils are active Pupils learn to recognise how transferrable skills such as organisation, communication, collaboration, leadership, turn taking and encouraging others can be as appropriate in a classroom setting for self-regulation as in a play context.
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In the 2012/13 academic year 50% Y1 pupils at the school eligible for Free School Meals achieved the expected standard in the Phonics Screening Check compared to 45% nationally (2012).

In 2012/13 overall attainment gap (Reading, Writing and Maths) based on Average Point Scores at the end of KS1 between FSM and non-FSM pupils was lower than the gap identified nationally. Children entitled to Pupil Premium made better than expected progress in Y2 in reading (5.2pts), writing (4.6pts) and maths (4.3pts).

In 2012/13 Y4 children entitled to Pupil Premium made better progress than their peers not entitled to Pupil Premium in reading, writing and maths as well as making better progress than children entitled to Pupil Premium across the Local Authority. Pupil Premium pupils made better progress than their non-Pupil Premium peers between KS1 and end of Y4 in reading (7.4pts), writing (7.4pts) and maths (6.6pts)

In 2012/13 our Pupil Premium allocation was spent according to our plan set out in our 'Pupil Premium Report 2012' available on the school website.

APS Progress for 2012-13 - Year 1			
	Read	Write	Maths
Cohort (28)	4.6	4.4	4.2
Pupil Premium (10)	4.5	4.2	3.6

APS Progress for 2012-13 - Year 2			
	Read	Write	Maths
Cohort (19)	5.7	5.1	4.4
Pupil Premium (13)	5.2	4.6	4.3

APS Progress for 2012-13 - Year 3			
	Read	Write	Maths
Cohort (18)	4.9	4.1	3.8
Pupil Premium (12)	5.2	4.2	3.6

APS Progress for 2012-13 - Year 4			
	Read	Write	Maths
Cohort (15)	7.2	7.3	6.0
Pupil Premium (7)	7.4	7.4	6.6

Further data for 2013-14 academic year linked to the use of the Pupil Premium Grant is available on our '2014-15 Pupil Premium Planned Expenditure Report' also available on the school website.