

Amble Links First School. The Pupil Premium Grant 2015-16 Impact Statement (Sept 2016)

The amount of Pupil Premium received by Amble Links First School in 2015-16 was £76,560.

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 our 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.

Alongside the data at the bottom of this report (based on our plans for 2015-16), the table shows the impact of the spending in each area.

Amount	What we planned to do	EEF Toolkit summary	Why we planned to use the allocation in this way	The impact on our disadvantaged pupils
STAFFING				
£30000	Fund higher than average levels of Learning Support Assistant support to provide small group teaching interventions to close gaps in literacy and numeracy as well as providing pastoral support for pupils.	Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence.	For those pupils who require additional learning support to ensure they are able to keep up with their peers, Learning Support Assistants are deployed in every class to increase capacity in supporting these children both academically and pastorally.	We expect that the targeted children will make progress that is better than their peers which will in turn help them catch up with their peers. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential. See data (below). Monitoring of pupils' work shows that pupils supported by LSAs across the school made good progress. Pastoral issues occurring at the start of the school day and at break

				times were dealt with quickly and efficiently. Teachers report less disruption to lessons as LSAs are able to deal with incidents.
£2000	During Autumn 2015 we will provide an additional teacher for 1 day per week to support the SENDCO in making assessments of barriers to learning, making referrals and providing specific interventions to support SEN pupils in the school.		By improving our capacity to identify and support these children they will be more likely to make the same academic progress as their peers.	Pupils requiring SEND support at all levels will make improved progress. Gaps in progress and attainment between SEND pupils and their peers will reduce. The additional teacher enabled new SEND systems to be quickly implemented at the start of the school year. SEND monitoring systems now in place ensured rigorous monitoring of SEND pupils, improved communication with parents and interventions tailored more specifically to individual needs. Evidence of SEND pupils' work showed good progress at their own levels.
£14000	From Autumn 2015 we plan to employ a highly specialised Learning Support Assistant to support children with Speech, language and communication difficulties.	Oral language interventions. +5 months. Moderate impact for low cost, based on extensive evidence.	Many pupils join our school with speech, language and communication difficulties which require intensive support. Employing a specialist TA will allow us to more readily, promptly and regularly provide support for these children.	Gaps in progress and attainment identified on entry to Foundation Stage between pupils disadvantaged by speech, language and communication issues and their peers will reduce by the time these pupils leave the school. This intervention was delayed until 2016/17. Additional general LSA support was provided.
£2000	We will provide additional Learning Support Assistant hours every lunchtime to support children who are unable to complete their homework at home by providing additional access to school ICT facilities, reading time with adults and support with written homework.	Extended School Time. +2 months. Low impact for moderate cost based on limited evidence.	Some of our pupils from do not have easy access to ICT and internet facilities at home. Some children also do not have suitable quiet spaces to work at home.	Pupils disadvantaged by not having support, opportunities or resources to complete homework at home will have equal opportunity to complete it, with support at school. This will result in all pupils completing homework on a regular basis and therefore provide additional opportunities to improve outcomes. Pupils who were unable to complete homework or regular reading at home were routinely supported in school. A

				review of homework showed that all children were completing homework and home reading whether at home or supported in school.
£2200	We will provide additional hours for our Emotional Literacy Support Assistant (ELSA) to provide support/advice/counselling for children who require this	Social and Emotional Learning. +4 months. Moderate impact for very low cost, based on extensive evidence.	Many of our most vulnerable children need additional time to speak with an adult following unsettled times at home, often before coming to school. Our ELSA supports a range of pupil needs such as bereavement and home issues.	<p>Pupils who are disadvantaged by a range of circumstances will have minimal disruption to their learning because of these circumstances. These pupils will show improved attendance or continued good attendance despite their circumstances.</p> <p>The ELSA's caseload has increased throughout the school year. The ELSA has supported individual children through a range of issues and has routinely met with vulnerable pupils. The ELSA has become an integral part of additional targeted support for pupils as a result of involvement with other agencies and is now routinely involved in providing feedback to these meetings. There has been improved attendance of targeted pupils.</p>
£1100	We fund an additional lunchtime supervisor to support Nursery pupils before and during lunchtime.	Early years intervention + 6months High impact for very high costs, based on extensive evidence.	All of our nursery children have dinner in school and many require additional support in learning to use cutlery, serve themselves and try different foods from our salad bar.	<p>Pupils will have increased opportunities for positive social interactions at mealtimes and have increased awareness and opportunities to eat healthily. More pupils will be able to use cutlery appropriately.</p> <p>There has been a marked improvement in the independence and table manners of the targeted cohort of pupils as they have moved into the Reception class.</p>

£5000	<p>From January 2016 we will provide an afternoon nursery session to ensure that the very youngest children joining us.</p> <p>This is a term earlier than pupil numbers would normally dictate. Additional staffing requires 1 x teacher and 1 x learning support assistant.</p>	<p>Reducing class size + 3 Months. Low impact for very high cost, based on moderate evidence.</p> <p>Early years intervention + 6months</p> <p>High impact for very high costs, based on extensive evidence</p>	<p>When new nursery starters join us after their 3rd birthday they are often joining children who have already completed 2 or 3 terms in nursery. This often causes routines to be affected and can have a negative impact on our most vulnerable children. Both groups of children will receive smaller group teaching and early intervention more appropriate to their needs.</p>	<p>Our very youngest and most vulnerable pupils will be able to access a curriculum more tailored to their social and emotional needs whilst the older nursery children will have earlier and more appropriate access to other activities in preparation for moving into Reception including earlier development of phonics.</p> <p>Implementing this model allowed a specifically tailored curriculum in both morning and afternoon nursery sessions to meet the needs of the pupils in each cohort. Assessments show good levels of progress from both cohorts of children. Reception baseline testing in Sept 2016 is showing significantly improved outcomes for pupils whilst those pupils continuing in nursery in 2016 have settled very quickly into classroom routines.</p>
£1000	<p>We will continue to employ a Learning Support Assistant to supervise and co-ordinate activities at playtimes and lunchtimes.</p> <p>(this is also part funded by PE & Sport Funding)</p>	<p>Sports Participation +2 Months.</p> <p>Moderate impact for moderate cost based on moderate evidence</p>	<p>Playtimes and lunchtimes are often times that our most vulnerable children find most difficult in terms of behaviour at the dinner table and when playing outside – the additional support ensures that a wide range of activities and support are available to all children.</p>	<p>There will be a reduction in behaviour incidents recorded during lunchtimes. All children will be active and busy at lunchtimes. All pupils are able to access learning more quickly in lessons following playtimes due to issues being reduced and being dealt with immediately by this member of staff.</p> <p>Behaviour incidents reported at lunchtimes remain very low. Observations show a high level of engagement of most pupils in activities provided. Teachers report that behaviour incidents at lunchtimes rarely impact upon pupils' learning in the afternoons.</p>

TRAINING AND SUPPORT				
£1500	We buy into the Service Level Agreement for Play Rangers who support us in training Junior Playleaders.	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 will continue to invest in training for Basic Junior Play Leaders and for staff in promoting positive playtimes. We also have an LSA presence in the play areas at lunchtimes to ensure that the Junior Play Leaders are supported in initiating play.	There will be a reduction in behaviour incidents recorded during lunchtimes. All children will be active and busy at lunchtimes. All pupils are able to access learning more quickly in lessons following playtimes due to issues being reduced. As above- Behaviour incidents reported at lunchtimes remain very low. Observations show a high level of engagement of most pupils in activities provided. Teachers report that behaviour incidents at lunchtimes rarely impact upon pupils' learning in the afternoons.
ACTIVITIES				
£4000	We subsidise weekly swimming lessons. From February half term in Reception the children at Amble Links take part in swimming lessons on a weekly basis throughout their time at the school. All pupils lessons are subsidised by the school and a proportionate but affordable contribution is requested from families with children eligible for Pupil Premium.	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 in close proximity to river and sea we place considerable value on ensuring that all children can swim by the time they leave our school at the end of Year 4.	All children will be able to swim at least 25m by the time they leave our school aged 9. All pupils who left Year 4 in 2016 were able to swim at least 25 metres with many exceeding this. Many children in younger year groups have already achieved this distance.
£ 4000	We subsidise a range of educational visits and visitors that we provide throughout the year to enhance our curriculum offering many of these without request for contribution.	Arts participation + 2 Months Low impact for low cost, based on moderate evidence.	We want all of our pupils to share in a range of experiences that will support and enhance their learning. By subsidising visits and visitors we ensure that no child misses out on these experiences.	The learning of all children will be enhanced by the use of visits and visitors. Visits and visitors will still go ahead if voluntary contributions are inadequate. A range of educational visits to enhance the curriculum took place in 2015-16; all children took part in these visits regardless of whether or not parents were able to make contributions.
£ 1800	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 all families and proportionately more to those in receipt of Pupil Premium.	Social and emotional learning + 4 Months. Moderate impact for very low cost, based on extensive	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	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

		evidence. Outdoor adventure learning + 3 Months. Moderate impact for moderate cost.	autonomy, risk taking, teamwork, collaboration and self-evaluation.	emotionally to make the transition from first school to the middle school environment, and the academic challenges some will face. All Year 4 pupils will attend residential. All children in Year 4 wishing to attend the residential were able to attend.
£5000	After School activities and Breakfast Club are subsidised for all pupils ensuring that they are affordable. In addition to this, after school clubs are offered with no charge to pupils in receipt of Pupil Premium for 2 sessions each week giving access to school ICT facilities/homework support and football coaching. Vulnerable pupils are also provided with access to Breakfast Club free of charge.	After school programmes. + 2 Months. Low impact for high cost, based on limited evidence.	After school activities enable children to be supported to complete homework, access ICT facilities and take part in sports as well as providing additional social and emotional support. Breakfast Club attendance ensures that children attending have eaten well before school and that these children are punctual.	Increased levels of physical activity for children. Increased opportunities to work and socialise with other pupils outside of the normal school day. Improved levels of attendance and punctuality. All children in school have the opportunity to attend after school clubs. Increased numbers of pupils attended after school clubs on Mondays and Thursday when there is no cost for pupils entitled to Pupil Premium. A number of pupils were offered a place at Breakfast Club resulting in improved attendance and punctuality.
RESOURCES				
£1000	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.	We expect that this technology will support pupils to work harder, for longer or more efficiently to improve their learning. All pupils have access to online resources. Pupils in receipt of PP achieved and participated as well as those not in receipts of PP.
£1960	We hold a contingency that allows us to purchase additional items including uniform, PE Kit, Swimming Kit as well as other resources that children may require and may not have easy access to. Additional amounts can be allocated to enhancing curriculum topics through additional resources at the request of teachers. Funding may also be used to provide rewards and incentives to support pupils' learning.			

See below for further information on the impact of the Pupil Premium Grant on outcomes for our pupils.

THE IMPACT OF HOW WE SPEND OUR PUPIL PREMIUM FUNDING (DATA)

In 2015/16 **100% of our Early Years pupils** in receipt of Pupil Premium achieved a Good Level of Development (GLD) **compared to 52% nationally (2015)**

In the 2015/16 academic year **70% of our Y1 pupils** in receipt of Pupil Premium achieved the expected standard in the Phonics Screening Check **compared to 66% nationally (2015).**

In 2015/16, end of KS1 data shows that the group of pupils in receipt of Pupil Premium performed better than those not eligible for Pupil Premium.

	READING	WRITING	MATHS
% of Year 2 Amble Links First School pupils reaching the expected standard or above in 2016	81%	74%	81%
% of Year 2 pupils NATIONALLY reaching the expected standard or above in 2016	74%	66%	73%
% of Amble Links First School pupils eligible for Pupil Premium reaching the expected standard or above	83%	75%	92%
% of Amble Links First School pupils NOT eligible for Pupil Premium reaching the expected standard or above	79%	74%	74%
2016 School Percentage Gap between PP and non PP Pupils (a + figure is in favour of non PP pupils)	-4%	-1%	-18%
2016 National Gap between PP and non PP Pupils (Unknown at 2 September 2016)			

End of Year 3 teacher assessment data shows larger gaps in attainment with non-Pupil Premium pupils performing better than Pupil Premium Pupils. This data is affected by cohort size. Progress measures for the Pupil Premium cohort from reception to the end of Y3 show that an increasing proportion of these pupils are reaching expected standards. It should be noted that assessments made for Year 3 were based on a more challenging new curriculum.

	Reading	Writing	Maths
% of end 2016 Y3 PP cohort reaching expected standards at the end of Early Years	45%	45%	45%
% of end 2016 Y3 PP cohort reaching expected standards at the end of KS1	82%	64%	64%
% of end 2016 Y3 PP cohort reaching expected standards at the end of Y3	82%	82%	64%

Teacher assessment data shows that at the end of Year 4 in 2016 the group of pupils entitled to Pupil Premium did not attain as well as their non-Pupil Premium peers. The data is significantly affected by cohort sizes and pupils with SEN within the PP cohort alongside assessments against the more challenging new National Curriculum.

*EYFSP Data not available for this cohort	Reading	Writing	Maths
% of end 2016 Y4 PP cohort reaching expected standards at the end of KS1	67%	67%	78%
% of end 2016 Y4 PP cohort reaching expected standards at the end of Y4	67%	56%	56%