

# Amble Links First School - Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 within our school.

## School overview

Detail	Data
School name	Amble Links First School
Number of pupils in school	133 + 28 (Nursery) + 19 (2 year olds)
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	<b>October 2021</b>
Date on which it will be reviewed	October 2022
Statement authorised by	Resources Management Committee
Pupil premium lead	Paul Heeley
Governor / Trustee lead	Sylvia Capron

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year ( <b>21/22</b> )	£48,420
Recovery premium funding allocation this academic year	£5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£53,640</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Amble Links First School:

- 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.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils require regular, short, targeted academic or pastoral interventions in order to support them in keeping up with their peers both in the long and short term.
2	A significant proportion of pupils join our school with delays in speech, language and communication.
3	The behaviour and attendance of children suffering from a range of health, social and emotional difficulties can limit learning. It is difficult to rapidly access support from relevant services to address these issues.
4	Limited access to support for pupils at home including regular reading with an adult, for homework, access to ICT equipment or a suitable space to work.
5	Many of our pupils, in the long and short term, can face challenging situations that limit their learning. These may include bereavement, family issues and relationship issues
6	Additional contributions to school activities such as swimming, school visits and the annual Year 4 residential visit are likely to be an additional financial burden on disadvantaged families. Without these contributions the school would be unable to provide an enhanced number swimming sessions to all KS1 and KS2 pupils.

## 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
We expect that the targeted children will be supported to make academic progress that is at least the same as their peers despite any challenges they may face. 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.	School assessment information will show that targeted children make progress that is at least the same as other children.
Gaps in progress and attainment identified on entry to Early Years between pupils disadvantaged by speech, language and communication issues and their peers will reduce by the time these pupils leave the school.	Reduced numbers of pupils are presenting with speech issues as they move into KS1
Above national average proportions of pupils will achieve the expected level in Y1 Phonics Screening.	Evidence from National Data will demonstrate.
Pupils and their families will have easy and rapid access to specialist school nursing services.	Parental feedback (Questionnaires, verbal) Speedy resolution of issues impacting upon learning and relevant support being accessed through a fast track. Therefore, the impact of issues requiring school nursing services will be minimised. Improved attendance of targeted pupils.
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.	All pupils complete homework on a regular. All pupils will read regularly with an adult. All pupils have access to an appropriate device to complete homework.
Pupils who are disadvantaged by a range of circumstances will have minimal disruption to their learning.	Improved attendance or continued good attendance of targeted pupils. Incidents and issues at home have limited impact on the children's learning.
A high proportion of pupils will be able to swim at least 25m by the time they leave our school aged 9.	At least 80% of pupils will be able to swim 25m by the time they leave Y4.
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.	All children experience a range of additional experiences to enhance the curriculum. This will be reflected through pupils responses in co-ordinator monitoring.
All Year 4 pupils will attend a 3 day residential visit. 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.	100% of pupils attend the annual residential visit.

## 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 (for example, CPD, recruitment and retention) Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover for attendance of Headteacher as part of the Northumberland Making the Difference for Disadvantaged Pupils Partnership		1-6

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 37,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that a higher than average number of teaching assistants are deployed appropriately across the school to ensure that delivery of interventions such as TalkBoost, Precision Teaching and Read Write Inc are delivered effectively. The presence of teaching assistants also allows for pastoral issues to be rapidly addressed. <b>£24520</b>	Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence. Social and emotional learning +4 Months. Moderate impact, for moderate cost based on extensive evidence.	1,2
Purchase the services of a private school nurse for the equivalent of 2 days per week to provide pastoral support for pupils and parents and to screen, assess and provide year round interventions and support for children with speech, language and communication difficulties <b>£11000</b>	Early Years Intervention +5 months. Moderate impact for very high costs based on extensive evidence. Oral language interventions. +5 months. Moderate impact for low cost, based on extensive evidence.	1,2,3
We will provide additional Learning Support Assistant hours every breaktime and 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. <b>£2400</b>	Extended School Time. +2 months. Low impact for moderate cost based on limited evidence.	1,4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £ 15050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide additional hours each week for Emotional Literacy Support Assistant (ELSA) to provide support/advice/counselling for children who require this on a short or long term basis. Our ELSA will support a range of pupil needs such as bereavement and home issues as well as meeting regularly with our most vulnerable pupils. <b>£2500</b>	Social and Emotional Learning. +4 months. Moderate impact for very low cost, based on extensive evidence	3,5
We will subsidise weekly swimming lessons. From summer term in Reception all children take part in weekly swimming lessons throughout their time at the school. All pupils' lessons are subsidised by the school and a proportionate but more affordable contribution will be requested from families with children eligible for Pupil Premium. <b>£6300</b>	Sports Participation +2 Months. Moderate impact for moderate cost based on moderate evidence	6
We will subsidise the cost of all visits and visitors to school, 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 even when limited contributions have been received. <b>£3000</b>	Arts participation + 2 Months Low impact for low cost, based on moderate evidence.	6
We plan to subsidise the cost of the annual Y4 residential visit to ensure that it is affordable for all families. Families of disadvantaged pupils will be asked to make proportionally lower contributions towards the cost of the visit. <b>£1500</b>	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.	6
We will subsidise a Breakfast Club in order to offer affordable access for all including free access if the need arises. We will offer daily subsidised After School activities ensuring that they are affordable for all families. <b>£500</b>	After school programmes. + 2 Months. Low impact for high cost, based on limited evidence.	3,6
We will provide a tutor for 4 weeks to support the transition of pupils from Early Years into Year 1 by allowing smaller group sizes led by teachers. contribution in addition to School Led Tuition Funding <b>£1435</b>	Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence. Social and emotional learning +4 Months. Moderate impact, for moderate cost based on extensive evidence.	1

**Total budgeted cost: £ 53,640**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*