

Amble Links First School. The Pupil Premium Grant 2017-18 (Impact Statement)

The school is allocated, by the government ([click here for more information](#)), a sum of money each year to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. In the 2017-18 financial year this amounted to £1320 for each pupil ever eligible for FSM, £1900 for those in the care of the Local Authority (LAC) or £300 with a parent in the Armed Forces ([Service Pupil Premium](#)). At Amble Links First school this sum came to £60,720

In January 2017, 35% 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.

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.

The total amount we expect to receive as grants in the current academic year in respect of our disadvantaged pupils (FSM, Ever6, LAC and forces pupils) is £60,720. We have targeted the attainment of this group in the following ways and plan to spend 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.

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 (review in blue)
STAFFING				
£17000	Continue to 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.	<p>We expect that the targeted children will make progress that is better than their peers which will in turn help them close gaps 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.</p> <p>See data (below) There are no significant patterns of attainment gaps between disadvantaged pupils and their peers across the school reaching age related expectations and overall attainment of disadvantaged pupils is broadly in line with that of their peers. Small group interventions such as those for Read Write Inc Phonics have ensured that overall school percentages reaching age expectations are above national averages. Pastoral support within each class ensures that lessons are rarely disrupted due to teachers dealing with behaviour or emotional issues.</p>
£19000	Retain full time nursery teacher throughout the year despite only requiring a morning nursery session for the first part of the year.	Early Years Intervention +5 Months. Moderate impact for very high cost based on extensive evidence.	The current cohort of nursery children due to join Reception in September 2017 will require a significant amount of additional support to reach age related expectations across all areas of the curriculum.	<p>By deploying additional staffing to develop both social and academic skills the children across the cohort will benefit significantly. This intervention is aimed at closing the early gaps that children often join us with in order for higher percentages of pupils to reach age related expectations at the end of Early Years.</p> <p>By keeping a full time nursery teacher throughout the year, additional individual</p>

				<p>support was put in place during afternoons for those pupils in the Reception class requiring additional support in individual targeted areas.</p> <p>Individual pupils receiving specific interventions in early years benefited from these being delivered by the same person in nursery and reception and improved continuity.</p> <p>A higher proportion of disadvantaged pupils entitled reached GLD than non-disadvantaged. Whole class proportions reaching GLD were above 2017 National figures. See data (below)</p>
£14000	Employ a Specialist Communication and Language Teaching Assistant for 2 days per week to screen pupils and provide rapid and specific interventions for pupils with speech, language and communication difficulties.	<p>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.</p>	A large proportion of 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.	<p>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.</p> <p>All pupils who have been involved in specific speech, language or phonological awareness interventions have made very good progress from their starting points. All disadvantaged pupils who received interventions achieved the pass mark for their Y1 Phonics test. Over 50% of the children in EY who received specialist interventions achieved at GLD at the end of EY – without the support this is not likely to have been achieved.</p>
£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 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

				<p>basis and therefore provide additional opportunities to improve outcomes.</p> <p>All children in the school are able to complete their homework tasks either at home or through additional supported time in school. All children who are not given opportunities to read at home are also supported with additional one to one reading time with an adult in school. This results in gaps between disadvantaged pupils and others being generally smaller than those seen nationally.</p>
£2000	<p>We will provide additional hours for our Emotional Literacy Support Assistant (ELSA) to provide support/advice/counselling for children who require this</p>	<p>Social and Emotional Learning. +4 months. Moderate impact for very low cost, based on extensive evidence.</p>	<p>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 as well as meeting regularly with our most vulnerable pupils.</p>	<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>Due to involvement by the ELSA, the impact of social and emotional issues (often arising at home) has had very limited negative impact on the learning of the children who have been referred. All achieved very good attendance at school and the majority are working at least age related expectations despite the challenges they face.</p>
ACTIVITIES				
£4000	<p>We will continue to 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. (From September 2016 all pupils receive a double length bi-weekly lesson)</p>	<p>Sports Participation +2 Months. Moderate impact for moderate cost based on moderate evidence</p>	<p>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.</p>	<p>All children will be able to swim at least 25m by the time they leave our school aged 9.</p> <p>By the end of the 2017/18 academic year the vast majority of children leaving Year 4 could swim at least 25 metres, with many swimming far in excess of this distance.</p>

£4000	We continue to 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 even when limited contributions have been received.	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. Throughout the year all children in school were involved in educational visits or experienced visitors coming to school. These visits provided experiences that many of our disadvantaged pupils have not had previously.
£ 1500	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 evidence. Outdoor adventure learning + 3 Months. Moderate impact for moderate cost.	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 Year 4 pupils will attend residential. All Y4 pupils attended the residential visit in November 2017.
£2000	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. Breakfast Club has experienced its highest numbers of attendees ever during the last academic year. This has been reflected in much improved attendance and punctuality across the school and especially amongst disadvantaged children who were at risk of attendance punctuality issues. School data shows overall

				<p>improvements in both attendance and punctuality. Uptake of after school clubs has also been very high with a high proportion of disadvantaged pupils benefiting from free sessions offered. All sports clubs are offered free of charge and are well attended</p>
RESOURCES				
£1000	<p>Access to online resources and the LA's e-learning platform has been subsidised.</p>	<p>Digital technology + 4 Months. Moderate impact for high cost, based on extensive evidence.</p>	<p>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.</p>	<p>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 learning resources and confidently use these. Children not able to access computers at home have benefited from additional access to school ICT equipment in order to complete homework</p>
RESOURCES				
£820	<p>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.</p>			

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

In 2017/18 **85.7% of our Early Years pupils** in receipt of Pupil Premium achieved a Good Level of Development (GLD) **compared to figures of 71% of all pupils nationally and 73% for other pupils not in receipt of Pupil Premium.**

In the 2017/18 academic year **83% of our Y1 pupils (5 out of 6)** in receipt of Pupil Premium achieved the expected standard in the Phonics Screening Check **compared to 68% nationally (2017)**

Attendance figures show that pupils entitled to premium achieved 96.5% attendance in 2017-18. This is only 0.4% below the overall school figure and above National Average figures.

Year 2

	READING	WRITING	MATHS
% of Year 2 Amble Links First School pupils reaching the expected standard or above in 2017/18	73%	73%	82%
% of Year 2 pupils NATIONALLY reaching the expected standard or above in 2016/17	76%	68%	75%
% of Amble Links First School pupils ELIGIBLE FOR PUPIL PREMIUM reaching the expected standard or above	83%	83%	83%
% of Amble Links First School pupils NOT ELIGIBLE FOR PUPIL PREMIUM reaching the expected standard or above	69%	68%	81%
2017/18 School Percentage Gap between PP and non PP Pupils (a + figure is in favour of non PP pupils)	14%	15%	2%
2017/18 Gap between School PP and 2017 National All Pupils (a + figure is in favour of non PP pupils)	10%	10%	1%

Year 3 – Assessment Information for 2017/18

	All Pupils reaching age related expectations (SCHOOL)	Disadvantaged pupils reaching age related expectations (SCHOOL)	Non-disadvantaged pupils reaching age related expectations (SCHOOL)	Pupils reaching expected standard NATIONALLY in Y6 (2017)	Disadvantaged pupils reaching expected standard NATIONALLY in Y6 (2017)	Non-disadvantaged pupils reaching expected standard NATIONALLY in Y6 (2017)
Reading	86%	83%	90%	72%	60%	77%
Writing	86%	83%	90%	76%	66%	81%
Maths	82%	75%	90%	75%	63%	80%

Year 4 – Assessment Information for 2017/18

	All Pupils reaching age related expectations (SCHOOL)	Disadvantaged pupils reaching age related expectations (SCHOOL)	Non-disadvantaged pupils reaching age related expectations (SCHOOL)	Pupils reaching expected standard NATIONALLY in Y6 (2017)	Disadvantaged pupils reaching expected standard NATIONALLY in Y6 (2017)	Non-disadvantaged pupils reaching expected standard NATIONALLY in Y6 (2017)
Reading	84%	77%	90%	72%	60%	77%
Writing	81%	77%	84%	76%	66%	81%
Maths	84%	85%	84%	75%	63%	80%