

Amble Links First School. The Pupil Premium Grant 2016-17 Impact Statement (July 2017 – Reviewed Annually)

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 2016-17 financial year this amount was £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 £62,640.

In September 2016, 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 £62,640. 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.

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				
£22000	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 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.</p> <p>See data (below) – monitoring of pupil's supported by LSA's made good progress. Pastoral issues occurring at the start of the day and break times were dealt with quickly and efficiently and teachers report fewer disruptions to lessons as LSAs are able to deal with incidents. Increased use of LSAs on playtime and lunchtime duties have also led to improved behaviour for learning. All supported pupils in Y1 made excellent progress with phonics work which is reflected in results of the Phonics Screening Test and individual progress results.</p>
£14000	Employ a Specialist Communication and Language Teaching Assistant for 2 days per week from September 2016 to screen pupils and provide rapid and specific interventions for pupils with speech, language and communication difficulties.	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.	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.	<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>Data from specific interventions initiated by the specialist TA following detailed assessments (eg TalkBoost) as well as where pupils have received individual intervention and classroom support plans show that all pupils requiring additional support have made good progress with</p>

				<p>their speech, language and communication. Teachers, SENDCO and support staff have found the advice and support from the specialist TA easily accessible and valuable.</p>
£2000	<p>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.</p>	<p>Extended School Time. +2 months. Low impact for moderate cost based on limited evidence.</p>	<p>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.</p>	<p>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.</p> <p>An increasing number of pupils each week are achieving Mathematics certificates. Pupils who are not able to regularly read at home with an adult have regular additional opportunities to read and discuss their books with an adult in school. All children in school read at least twice a week with an adult.</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.</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>The ELSA's caseload has continued to increase. The ELSA now keeps a detailed log of her discussions with pupils and is also becoming involved more regularly in multi-agency meetings to support families. Children routinely request conversations with the ELSA reflecting trust and recognising the support she provides.</p>

£1500	We fund additional teaching assistant time to support Nursery pupils before and during lunchtime.	Early years intervention +5 months 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.	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. All nursery children stay for a school lunch and have coped well with being in the main hall with the rest of the school. The additional TA has supported the development of lunchtime routines which have led to the children becoming more confident and independent. Most children are using cutlery appropriately and are willing to try a variety of healthy foods.
£1000	We will continue to employ a Learning Support Assistant to supervise and co-ordinate activities at playtimes and lunchtimes. (this is also part funded by PE & Sport Funding)	Sports Participation +2 Months. Moderate impact for moderate cost based on moderate evidence	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.	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. Levels of activity at playtimes and lunchtimes continue to increase and behaviour incidents remain low in number resulting in less disruption to classroom lessons following break times. Junior Playleaders are well organised to support active playtimes.
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. (From September 2016 all pupils receive a double length bi-weekly lesson)	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 children from Reception to Year 4 take part in regular swimming lessons throughout the year and have achieved badges at their relevant levels. The vast majority of Year 4 pupils leave the school being able to swim 25m.

£ 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. All children in school have taken part in a range of school visits and experienced a range of visitors to enhance the curriculum (see school website and Facebook page). The children talk enthusiastically about their experiences and use these to support and enhance their topic based work across the curriculum. Parents value school visits. Regardless of whether or not parents are able to make a contribution, all children took part in all visits available to them.
£ 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 pupils in Year 4 attended the residential visit in November 2016.
£3000	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. An increased number of pupils involved in after school sports clubs (Dance, Football, Karate, Cricket). Free after school clubs are well attended. Vulnerable pupils are provided with breakfasts where required – this noticeably improves their concentration and performance in class.

TRAINING AND DEVELOPMENT				
£5000	Allocation to support individual teacher appraisal projects that target groups of pupils including those entitled to Pupil Premium.		Teachers will have the opportunity to analyse data, identify barriers to learning for particular groups of pupils and implement strategies to reduce and remove these barriers. In particular year groups across the school there are identifiable gaps in achievement between pupils in receipt of pupil premium and those who are not.	Reduced gaps in achievement between pupils entitled to Pupil Premium and those that are not. Individual teacher appraisal projects were set in September 2016. Each of these identified barriers to learning for individual pupils and put in place specific actions to address these. All projects have led to improvements in attainment for targeted pupils.
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 and pupils in receipt of PP achieved and participated as well as those not in receipt of PP
£640	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 2016/17 **83% of our Early Years pupils** in receipt of Pupil Premium achieved a Good Level of Development (GLD) **compared to 54% nationally (2016)** and **86.6% for other pupils not in receipt of Pupil Premium**.

In the 2016/17 academic year **100% of our Y1 pupils** in receipt of Pupil Premium achieved the expected standard in the Phonics Screening Check **compared to 70% nationally (2016)** and **77.8% for other pupils not in receipt of Pupil Premium**.

	READING	WRITING	MATHS
% of Year 2 Amble Links First School pupils reaching the expected standard or above in 2016/2017	77%	68%	77%
% of Year 2 pupils NATIONALLY reaching the expected standard or above in 2015/2016	74%	65%	73%
% of Amble Links First School pupils eligible for Pupil Premium reaching the expected standard or above	73%	64%	64%
% of Amble Links First School pupils NOT eligible for Pupil Premium reaching the expected standard or above	82%	73%	91%
2016/17 School Percentage Gap between PP and non PP Pupils (a + figure is in favour of non PP pupils)	9%	9%	27%
2016/17 Gap between School PP and 2016 National non PP Pupils	5%	6%	13%