

Amble Links First School. The Pupil Premium Grant 2017-18

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 current 2016-17 financial year this amount is £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 comes to £67,320.

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 £67,320. 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 plan to do	EEF Toolkit summary	Why we plan to use the allocation in this way	The expected impact on our pupils
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.	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.
£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.	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.
£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.	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.	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.

£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 basis and therefore provide additional opportunities to improve outcomes.
£2000	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 as well as meeting regularly with our most vulnerable pupils.	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.
ACTIVITIES				
£4000	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)	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.
£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.

£ 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.
£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.
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.

£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.</p> <p>Additional amounts can be allocated to enhancing curriculum topics through additional resources at the request of teachers.</p> <p>Funding may also be used to provide rewards and incentives to support pupils' learning.</p>