

Amble Links First School. The Pupil Premium Strategy 2019-2022 (Updated November 2020)

Information drawn from .gov.uk website

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It's allocated for schools to:

- *improve the academic outcomes of disadvantaged pupils of all abilities*
- *close the attainment gap between disadvantaged pupils and their peers across the country*

School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

When taking decisions on how to spend the grant we strongly encourage school leaders to consider evidence on what will have the most impact for their pupils. Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.

From September 2019 schools are encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement. This will help school leaders to:

- *take a longer view of the support the grant will provide*
- *align their plan with the wider school improvement strategy*

Funding for financial year 2019 to 2020

In the 2019 to 2020 financial year, we will receive £1320 for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years.

Schools will receive £2,300 for any pupil identified in the January 2019 [school census](#) as having left local authority care as a result of:

Adoption, a special guardianship order, a child arrangements order (previously known as a residence order), who has been in local authority care for 1 day or more, recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

The funding for pupils who are looked after by a local authority, and attract the £2,300 rate, is managed by the [virtual school head](#) of the local authority that looks after the pupil.

Pupil Premium Funding Received in 2019-20 academic year was £55,440

In January 2020, 39 pupils at Amble Links First School were entitled to Pupil Premium funding meaning that we expect a grant of £52,455 for the 2020-21 financial year. Figures for future years have been estimated using the same percentage. 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.

We have used the [Sutton Trust/ EEF toolkit](#) to inform our strategy about the evidence that supports each approach. The table below:

Barrier to learning/ why we plan to use the allocation in this way	What we plan to do	EEF Toolkit Summary	Cost per year	The expected impact on our pupils (impact in 2019/20 academic year shown in blue) Review completed with staff, pupils and parents.
STAFFING				
Many of our 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.	Ensure that a higher than average number 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 addressed.	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.	£22,000	We expect that the targeted children will be supported to make progress that is at least the same as their peers despite any difficulties 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.
November 2020 Review Daily targeted interventions took place for all children identified by their teachers as requiring these. With additional classroom support, more children have been able to access learning and be more fully involved in whole class work. Teachers have been freed to support groups and individuals. Pupils receiving additional support have demonstrated increased independence as well as increased quality and quantity of work. With the additional support in each class, all children have been able to move on more quickly with their learning. In EY, Early TalkBoost sessions have led to improved listening and attention, improved focus and concentration allowing them to stay on task for longer periods of time. The children involved in the intervention have increased confidence and established better listening and attention behaviours such as increased eye contact and not shouting out. The children have also demonstrated an increased range of language.				
A significant proportion of pupils join our school with delays in speech, language and communication.	Through the local authority, employ the service of a specialist speech and language teaching assistant (supported by speech and language therapist/teachers) for 2 days per week to screen, assess and provide year round interventions and support for children 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.	£16,000	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. Above national average proportions of pupils will achieve the expected level in Y1 Phonics Screening.

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November 2020 Review Our Y1 children perform consistently above average in Y1 Phonics Screening Checks. Significant speech and language support has been provided for pupils with EHCPs, improving their confidence thus allowing them to communicate more easily and participate more fully in whole class lessons and social situations. Improved vocabulary and increased understanding for all pupils involved in interventions – this is reflected in class work. In EY: improved clarity of speech and wider range of vocabulary used, developed better understanding of concepts, pronunciation of sounds has improved. Quieter children talk more both in whole class and small group situations. Improved self-esteem.				
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.	Purchase the services of a private school nurse to work in school for the equivalent of 0.75 days per week.	N/A	£5000	Pupils and their families will have easy and rapid access to specialist school nursing services. This will lead to 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.
November 2020 Review Staff and parents are able to get a rapid response to issues arising and receive timely professional advice allowing interventions to be quickly implemented. Parents hugely value to the service provided and make regular use of it for a range of issues including bedwetting, eating issues, behaviour issues, medical issues, anxiety etc. School nurse has provided observations that have supported EHCP and STAR funding applications. Parents and teachers appreciate additional professional presence at SEND and Child Protection meetings. Excellent relationships with parents have been built up. Effective staff training has been provided very quickly based on school needs. School nurse has also supported HT to write Covid Risk Assessments for CV and CEV staff and pupils. In EY staff have been supported with detailed observations and recommended next steps for pupils. School nurse has saved staff much time by making calls to parents and completing relevant referral paperwork. Very good rapport built with children and parents.				
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.	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	Extended School Time. +2 months. Low impact for moderate cost based on limited evidence.	£2400	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

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	school ICT facilities, reading time with adults and support with written homework.			in all pupils completing homework on a regular basis and provide additional opportunities to improve outcomes. All pupils will read regularly with an adult.
November 2020 Review This provision ran daily until March 2020 giving all children additional opportunities to complete their homework in school ensuring they had opportunities to discuss their reading with adults – this has increased the children’s confidence.				
Barrier to learning/ why we plan to use the allocation in this way	What we plan to do	EEF Toolkit Summary	Cost per year	The expected impact on our pupils
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	We will provide 4 additional hours per week for Emotional Literacy Support Assistant (ELSA) to provide support/advice/counselling for children who require this on a short or long term basis. During 2 dedicated afternoons 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.	Social and Emotional Learning. +4 months. Moderate impact for very low cost, based on extensive evidence	£2500	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.
November 2020 Review Our ELSA continues to work with between 4 and 6 children each week dealing with long and short term issues. These have included: bereavement, domestic violence, anger management and friendship groups. Children speak very positively about this work and talk about knowing they can always talk to her, feeling better after speaking with her and trusting her. Parents value the input and appreciate having quick and easy access to this kind of pastoral support. The ELSA has continued to provide support to families during lockdown and has supported DSLs completing regular work with pupils with Children’s Services involvement.				
CURRICULUM				

Barrier to learning/ why we plan to use the allocation in this way	What we plan to do	EEF Toolkit Summary	Cost per year	The expected impact on our pupils (impact in 2019/20 academic year shown in blue) Review completed with staff, pupils and parents.
Additional contributions to school activities such as swimming are likely to be an additional financial burden on disadvantaged families. Without these contributions the school would be unable to provide regular swimming sessions.	We will subsidise bi-weekly swimming lessons. From February half term in Reception all children take part in swimming lessons on a weekly basis; this continues bi-weekly for Y1-Y4 throughout their time at the school. All pupils' lessons are subsidised by the school and a proportionate but affordable contribution will be requested from families with children eligible for Pupil Premium.	Sports Participation +2 Months. Moderate impact for moderate cost based on moderate evidence	£3000	All children will be able to swim at least 25m by the time they leave our school aged 9.
November 2020 Review Although swimming lessons for the year ended in March 2020. Approximately 75% of the Year 4 cohort had already achieved at least their 25m badges with most others on track to achieve this by the end of the academic year. When swimming resumes in the 2020/21 academic year we will consider a more intensive block of swimming lessons for each year group each year. Proportionally, PP and NPP pupils achieved equally well.				
Additional contributions to educational visits are likely to be an additional financial burden on disadvantaged families. Without these contributions the school would be unable to provide such visits and therefore reduce the range of experiences provided for the children. Children from disadvantaged backgrounds are less likely to have access to such experiences out of school.	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.	Arts participation + 2 Months Low impact for low cost, based on moderate evidence.	£4000	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.
November 2020 Review Lockdown and school closure during the latter half of the academic year meant that many planned educational visits were unable to take place as there is usually heavier weighting of visits towards the end of the school year. Visits that took place included: Y4 Beamish trip, EY Breakfast with Santa, Y2 Alnwick Castle visit and 2 x Education Business Partnership Visits to school. All visits were subsidised and all children from relevant year groups attended. There has been consistently positive feedback from staff, parents and pupils. Many children highly value these experiences of travelling further afield and rate visits as some of their most memorable school times.				

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The contribution towards the annual Y4 residential visit is likely to be a significant burden to many families in school, especially those who are disadvantaged. The cost of the visit would not be manageable within the school budget without contributions.	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.	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.	£2000	All Year 4 pupils will attend the 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.
November 2020 Review This trip took place as planned. All children in the Year 4 class attended the visit. Staff witnessed characteristics in the children that do not necessarily come out in a normal classroom environment. The children consistently rate the visit as their overall best experience in the school. Most experiences were new of the children. On return from the visit, staff note that children are more confident mature and independent. They have better relationships and are more supportive of one another.				
Payments for children to attend Breakfast Club and After School Clubs may not be manageable, especially for disadvantaged families	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. 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 sports coaching.	After school programmes. + 2 Months. Low impact for high cost, based on limited evidence.	£2000	Increased numbers of pupils participating in additional physical activity. Increased opportunities to work and socialise with other pupils outside of the normal school day. Improved levels of attendance and punctuality. Attendance at Breakfast Club - DR

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<p>November 2020 Review</p> <p>Working parents appreciate that wrap around provision offered as it support s them around their working hours. Children attending after school clubs develop new friendships with other pupils across the school that they may not usually mix with. Staff appreciate the support that Breakfast Club offers in terms of pastoral care. Improved punctuality of targeted pupils.</p>				
<p>We hold the balance as a small 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.</p>				

Impact of Covid-19

The Covid-19 school closures and limited reopening during Spring 2020 resulted a proportion of the planned expenditures/interventions not taking place. During lockdown a range of measures were put in place to support pupils with the aim of minimising potential widening of the attainment gap including regular phone calls and visits, making sure pupils had access to the requirements required for the work set and weekly assembly videos used to maintain a sense of school community. Following full reopening in September 2020, additional staff hours have been provided within in each class 'bubble group' to ensure high levels of pastoral and academic support for all pupils returning to school in order to reduce the impact of the missed time in school; this staffing will be partially supported by Pupil Premium funding.