

Amble Links First School. The Pupil Premium Grant 2014-15 Impact Statement

The school is allocated, by the [government](#), a sum of money each year to address the current underlying inequalities between children eligible for free school meals and their less disadvantaged peers. In the current 2014/15 financial year this amount was £1300 for each pupil ever eligible for FSM, in the care of the Local Authority (LAC) or with a parent in the Armed Forces. At Amble Links First school this sum comes to £75,400.

In January 2014, 48% 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.

- 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 received as grants in the current academic year in respect of our disadvantaged pupils (FSM, ever6, CLA and forces pupils) was £75,400. 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.

The most costly of these interventions have a focus on learning in the curriculum; a number have a focus on social and emotional learning and there is some focus on the enrichment of the curriculum.

Amount	What we plan to do	EEF Toolkit summary	Why we plan to use the allocation in this way	The impact on our disadvantaged pupils
STAFFING				
£15,000	With a year group with 80% of pupils eligible for the grant, we have employed a second teacher in the Key Stage in order to ensure two classes in the key stage which otherwise would have been a single class of 36 pupils.	Reducing class size + 3 Months. Low impact for very high cost, based on moderate evidence.	The year group has a high level of children whose additional vulnerabilities (e.g. month of birth, gender, SEN) in addition to qualifying for the PPG led us to define a need for smaller classes to improve organisation, feedback and social/emotional care.	<p>Evidence suggests that reducing class sizes for younger children may provide longer term benefits, and these may emerge after the children have left first school.</p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. We expect this to be reflected in our results and data.</p> <p>Overall APS progress in the 2013-14 Y3 cohort was good. The PP group of children made better progress than the Non PP cohort in Reading and Maths and very slightly lower progress in than the Non PP cohort in writing. Overall attainment for the Y3 PP cohort was above age expected in Reading, Writing and Maths.</p>
£7,500	Our SENCO is released from teaching duties for ½ day each week and literacy/numeracy subject leaders ½ day every 2 weeks in order to monitor provision and progress of our vulnerable special needs pupils, evaluate the effectiveness of interventions and support staff in implementing new interventions. An additional teacher in the school staffing structure from January 2015 will also allow more focused teacher intervention for specific groups of children which contain a high proportion of children eligible for PP.		We consider the work of the SENCO and co-ordinators to be a vital aspect of whole school monitoring of provision. SENCO and co-ordinator release time ensures that we have detailed monitoring of how each of our vulnerable (due to their academic, social/emotional or behavioural needs) pupils is progressing and how we can improve that progress if necessary.	<p>We intend to spend the grant on the most effective support which has the greatest impact on the attainment and wellbeing of our pupils. This relies upon us introducing new interventions with the correct level of support for staff who will deliver them and being evaluative about what works and what isn't as successful as we had hoped. Monitoring provision and progress in this way ensures value for money.</p> <p>Although progress of SEN pupils remains slower than that of their peers, interventions (instigated/supported by the SENCO and Subject Leaders) have ensured that these children have been able to access more personalised learning and made good progress at their own levels.</p>

£2,400	The employment of an additional lunchtime supervisor to supervise children having access to school ICT facilities during lunchtimes.	<p>Digital technology + 4 Months. Moderate impact for high cost, based on extensive evidence.</p> <p>After school programmes. + 2 Months. Low impact for high cost, based on limited evidence.</p>	A number of our pupils (many from vulnerable groups) do not have easy access to ICT and internet facilities at home. By staffing our ICT room each lunchtime pupils will have access to computers, Ipads and the internet to complete homework and use for research and leisure.	<p>Pupils associate autonomous learning, homework and research with enjoyment. Programmes which support and encourage children academically while providing stimulating environments and activities will most likely link to engagement. Additionally, teacher's support, promotion of interaction and mutual respect appear to be some of the key elements in enhancing participation.</p> <p>A review of homework by the SLT shows that the vast majority of children in the school have completed their homework tasks to a good standard (either at home or supported in school). Reading records show that pupils who do not read regularly at home read regularly with an adult at school during additional time provided at lunchtimes.</p>
£4000	Our ELSA trained support assistant has been funded to add additional hours to her caseload.	<p>Social and emotional learning + 4 Months. Moderate impact for very low cost, based on extensive evidence.</p>	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	<p>Barriers to learning which are often related to social and emotional issues are addressed and resolved. Social and emotional interventions targeted at individuals are the most expensive, however our school recognises the value of this to both pupils and to learning and outcomes</p> <p>During the academic year the ELSA has continued to work with a range of vulnerable children (the majority in receipt of PP) who are facing additional challenges in their lives that have the potential to negatively impact upon their learning. This work has ensured that these children have been able to come into school and start the school day calmly having often had an unsettled start to their day at home.</p>

£10720	We fund teaching assistants who implement small group teaching interventions to close gaps in literacy using the focused programmes such as Read Write Inc. and, Project X	Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence.	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	The small group interventions have the impact we intend and close gaps in attainment for most of the identified pupils (a high percentage of whom are in receipt of PP). Data supports this.
£1040	We fund additional lunchtime supervisor hours in nursery to develop basic table skills such as holding cutlery, cutting up food, sharing and good manners.	Early years intervention + 6months High impact for very high costs, based on extensive evidence.	The gains in social and emotional wellbeing in school contribute to the creation of a climate of learning and growing up which facilitate the delivery of the curriculum	The impact will be visible in attitudes to school and learning, behaviour for learning and readiness to learn. There is a marked improvement in behaviour and social interaction during nursery lunchtimes. Many of the children are already to hold and use cutlery correctly and they are able to serve themselves at our salad bar.
£7000	In the Reception class additional staffing is directed towards providing small group early intervention in the teaching of maths through the Maths Makes Sense programme.	Small group tuition+ 4 Months Moderate impact for moderate cost, based on limited evidence.	Intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	Maths Makes Sense uses a teaching cycle of instruction and assessment which is a good basis for learning and succeeding in maths during their time at school. The learning system builds deep understanding and embeds a picture of the maths in children's minds. Although we decided to move away from using MMS wholly the additional staffing to support delivery of maths through small group teaching has ensured that 75% of Reception pupils achieved the expected level in 'Numbers' at the end of Reception compared to 48% in the previous year.
TRAINING AND SUPPORT				
£2200	The school purchased Play Ranger support from the Health and Wellbeing SLA.	Meta-cognition and self-regulation + 8 Months. High impact for low cost, based on extensive evidence.	In order to raise self-esteem and awareness of how to initiate positive, structured play, we invested in training for Basic Junior Play Leaders and for staff in Promoting Positive Playtimes. We also have a TA presence in the play areas at lunchtimes to ensure that the Junior Play Leaders can initiate play unimpeded by challenging behaviour	Pupils learn to recognise how transferrable skills such as organisation, communication, collaboration, leadership, turn taking and encouraging others can be as appropriate in a classroom setting for self-regulation as in a play context. We hope to see the impact of the structured play demonstrated through improved interaction and concentration, willingness to attempt new challenges and to support others.

				<p>Since the work of the Play Rangers has been completed and specific training delivered for our Junior Playleaders there has been a significant improvement in behaviour during playtimes and lunchtimes. This is evident through the reduction of recorded behaviour incidents in school logs and anecdotal evidence from staff who spend far less time dealing with behaviour issues following lunchtimes allowing lessons to begin more promptly. SIP, Governor and SLT observations of lunchtimes also validate this.</p>
£2000	<p>Assessing teacher effectiveness programmes including the Outstanding Teacher Programme.</p>		<p>Teachers are supported to move their practice from 'Good' to 'Outstanding' by engaging with a wide range of strategies and skills.</p>	<p>The quality of teaching and learning impacts positively on progress by renewing participant's focus on challenge, engagement, assessment, differentiation, questioning and planning.</p> <p>There has been improved consistency and quality of teaching across the school following this training. HT observations highlight good quality questioning as a strength of many lessons. Pupil progress across the school is good with little difference between PP and non PP groups.</p>
£1000	<p>All teachers and teaching assistants provided with specific training focusing on good quality marking and feedback.</p>	<p>Feedback + 8 Months. High impact for low cost, based on moderate evidence.</p>	<p>Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. The evidence is compelling and has a high impact for low cost.</p>	<p>Improved quality of teaching, pupil outcomes and confidence in developing strategies to offer useful feedback.</p> <p>Marking and feedback policy has been rewritten and is used consistently across the school. SIP, SLT and Governor monitoring highlights that all children understand the school's marking system and work scrutiny shows evidence that pupils respond well to marking leading to improvements in outcomes.</p>
£350	<p>Governor and Teaching Assistant Pupil Premium awareness training</p>		<p>Whilst teachers are very aware of vulnerable groups and the need to be accountable for their progress, there is</p>	<p>Increased accountability and better understanding of the purpose of the interventions and the roles governors and TAs</p>

			also a need for governor and TA awareness to be addressed	can play in recording and reporting on the progress of vulnerable groups. TA's have completed training in September 2014 allowing them to have a greater understanding of the rationale behind PP funding and the importance of the need to provide these children with additional support. All TAs are aware of the individual needs of all pupils in the classes/groups they work with and provide appropriate support to ensure that they make good progress.
ACTIVITIES				
£6000	We subsidise the weekly swimming lessons and educational visits that enrich the curriculum to make these accessible to every child by ensuring that a proportionate but affordable contribution is requested from families with children eligible for the PPG.	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 close to the sea and a river, we place considerable value on ensuring that all children can swim by the time they leave school. We also acknowledge that being involved in extra-curricular sporting activities may increase attendance and retention and that participation in sports does not always transfer to academic learning.	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. Nearly 100% of pupils leave the school with the accomplishment of being able to swim 25m. Children learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Participation would not available to some of the pupils if school did not offer it as enrichment.
£ 5000	After school activities (Football coaching on Thursdays and additional homework support on Mondays) and Breakfast Club (run by ELSA) which are available to all pupils for a small fee are available free of charge to pupils eligible to receive the PPG.	After school programmes. + 2 Months. Low impact for high cost, based on limited evidence.	We acknowledge that being involved in extra-curricular sporting activities may increase attendance and retention. Research indicates that participating in after school programmes improves performance on measures of academic achievement. At risk children are more likely to benefit as are younger children (5-10 year olds).	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. They learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Extra-curricular sport or homework support would not be available to many pupils if we did not offer them as enrichment. The vast majority children in the school complete their homework and home reading on a regular basis whether at home or through supported groups in school. Increased numbers of pupils receive weekly

				<p>awards for their online Mathletics work. During lesson observations, there has been good evidence that homework has supported learning well. Increased numbers of children in receipt of PP are taking part in 'Homework Club' and after school sports clubs provided Free of Charge (April 2015 Governor Monitoring). Attendance at Breakfast Club has ensured improved attendance and punctuality for a number of vulnerable children in receipt of PP.</p>
£ 1200	<p>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 families in receipt of the PPG grant.</p>	<p>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, based on limited evidence.</p>	<p>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.</p>	<p>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.</p> <p>All children in the current Y4 cohort (82% in receipt of PP) attended the residential visit.</p>
£1000	<p>We buy in the service of artists to demonstrate and talk about their work with the children. Many of our pupils do not have access to local galleries/museums etc to experience this.</p>	<p>Arts participation + 2 Months Low impact for low cost, based on moderate evidence.</p>	<p>Greater effects have been identified for younger learners of primary school age in terms of impact on cognitive tests. Wider benefits on attitudes and well-being have also consistently been reported.</p>	<p>Outcomes have been identified from arts participation in terms of impact on English, mathematics and science learning in school. We hope to see these benefits as well as the social and emotional benefits of the interaction with role models from the arts.</p> <p>All children in the school have benefitted from visiting artists. Children have a better understanding of different cultures and are able to talk confidently about what they have learnt.</p>

RESOURCES

£500	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 children in school from Reception to Year 4 have access to a wealth of online resources and use these on a regular basis to support their learning at home. Increased numbers of pupils are receiving weekly Athletics awards with similar numbers of PP and non PP pupils receiving these each week leading to increased fluency and accuracy in maths work.
£1000	(Ongoing resourcing) We have invested in the Maths Makes Sense programme for all pupils. This includes whole staff training and development days	Meta-cognition and self-regulation + 8 Months. High impact for low cost, based on extensive evidence.	<i>Maths Makes Sense</i> has been evaluated as 'an inclusive scheme that is accessible for all styles of learners', which makes maths 'enjoyable and memorable' for pupils. We value a resource that will improve meta-cognitive strategies in all pupils.	Pupil progress in maths will draw level for all of our pupils from all vulnerable groups, including those eligible for the PPG Spring 2015 school assessments show that in Y1 – Y4 pupils in PP group have made overall better APS progress in mathematics than their non PP peers.
£6990	Purchase of small sets of I pads to ensure that all children have easy access to ICT to support their learning at any point throughout the school day.	Digital technology + 4 Months. Moderate impact for high cost, based on extensive evidence.	There is some evidence that this approach is more effective with younger learners and studies suggest that individualising learning with technology (e.g.one-to-one laptop provision) may not be as helpful as small group learning or collaborative use of technology.	Collaborative learning using technology will lead to gains through informal peer mentoring in addition to teacher-led approaches. The gap in maths and reading will close between PPG eligible children and their peers. All pupils in school have equal opportunity to access ICT in and out of lesson times. All children in school use ICT confidently to support their learning both in and out of school. See above.
£500	Library Service Level Agreement and relevant licencing. All children in school have regular access to a wide range of texts that they are welcome to borrow.		Reading for pleasure and to learn is a skill that we promote and value in all of our pupils. The SLA gives us access to high quality resources and can respond to the school's needs matching resources to the curriculum and themes we cover.	Reading resources will stimulate and inspire our pupils. The gap will close between PPG eligible pupils and their peers in reading and writing. All pupils have access to a range of texts through our school library. Between 2012 and 2014 gaps between disadvantaged pupils and other pupils attaining level 2 in reading and writing decreased. (Further details below)

In the 2013/14 academic year 73% Y1 pupils at the school eligible for Free School Meals achieved the expected standard in the Phonics Screening Check compared to 63% nationally (2014).

In 2013/14 overall attainment gap (Reading, Writing and Maths) based on Average Point Scores at the end of KS1 between PP and non PP Pupils pupils was much lower than the gap identified nationally in 2013.

	READING	WRITING	MATHS
2014 School APS at end of KS1	16.5	15.6	16.1
2014 School Pupil Premium APS at end of KS1	16.4	15.8	16.0
2014 School Non Pupil Premium APS at end of KS1	16.5	15.5	16.1
2014 School APS Gap between PP and non PP Pupils (a + figure is in favour of non PP pupils)	+0.1	-0.3	+0.1
2013 National APS Gap between PP and non PP Pupils (a + figure is in favour of non PP pupils)	+2.0	+2.0	+1.7

Children entitled to Pupil Premium made better than expected progress in Y2 in Reading (4.9pts), Writing (4.8pts) and Maths (5.0pts). This is progress in broadly in line with their non-pupil premium peers.

In 2013/14 our Pupil Premium allocation was spent according to our plan set out in our 'Pupil Premium Report 2013' available on the school website.

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APS Attainment & Progress for 2013-14 - Year 1						
	Read		Write		Maths	
	Att	Prg	Att	Prg	Att	Prg
Cohort (29)	11.4	4.8	11.3	5.0	11.8	5.2
Pupil Premium (11)	11.4	5.0	11.2	5.1	11.6	5.0
Non Pupil Premium (18)	11.5	4.9	11.3	4.9	12.0	5.3

APS Attainment & Progress for 2013-14 - Year 2						
	Read		Write		Maths	
	Att	Prg	Att	Prg	Att	Prg
Cohort (26)	16.5	5.0	15.6	4.6	16.1	5.0
Pupil Premium (10)	16.4	4.9	15.8	4.8	16.0	5.0
Non Pupil Premium (16)	16.5	5.2	15.5	4.6	16.1	4.9

APS Attainment & Progress for 2013-14 - Year 3						
	Read		Write		Maths	
	Att	Prg	Att	Prg	Att	Prg
Cohort (18)	19.6	3.6	18.6	3.8	19.6	4.2
Pupil Premium (15)	19.1	3.7	18.1	3.8	19.0	4.3
Non Pupil Premium (3)	21.7	2.7	21.0	4.0	22.3	3.3

APS Attainment & Progress for 2013-14 - Year 4						
	Read		Write		Maths	
	Att	Prg	Att	Prg	Att	Prg
Cohort (15)	21.7	4.2	20.9	4.0	21.8	4.5
Pupil Premium (10)	21.0	3.8	20.2	3.6	21.0	3.7
Non Pupil Premium (5)	23.0	4.8	22.2	4.8	23.4	5.2