

Amble Links First School. The Pupil Premium Grant 2015-16

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 peers. In the current 2015-16 financial year this amount is £1320 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 £76,560.

In January 2015, 45% 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 received as grants in the current academic year in respect of our disadvantaged pupils (FSM, ever6, CLA and forces pupils) was £76,560. 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 plan to do | EEF Toolkit summary | Why we plan to use the allocation in this way | The expected impact on our pupils |
|-----------------|--|--|---|---|
| STAFFING | | | | |
| £30000 | 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 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. |
| £2000 | During Autumn 2015 we will provide an additional teacher for 1 day per week to support the SENDCO in making assessments of barriers to learning, making referrals and providing specific interventions to support SEN pupils in the school. | | By improving our capacity to identify and support these children they will be more likely to make the same academic progress as their peers. | Pupils requiring SEND support at all levels will make improved progress. Gaps in progress and attainment between SEND pupils and their peers will reduce. |
| £14000 | From Autumn 2015 we plan to employ a highly specialised Learning Support Assistant to support children with Speech, language and communication difficulties. | 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. | Gaps in progress and attainment identified on entry to Foundation Stage 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 from 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. |

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| £2200 | 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. | 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. |
| £1100 | We fund an additional lunchtime supervisor to support Nursery pupils before and during lunchtime. | Early years intervention + 6months 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. |
| £5000 | From January 2016 we will provide an afternoon nursery session to ensure that the very youngest children joining us. This is a term earlier than pupil numbers would normally dictate. Additional staffing requires 1 x teacher and 1 x learning support assistant. | Reducing class size + 3 Months. Low impact for very high cost, based on moderate evidence. Early years intervention + 6months High impact for very high costs, based on extensive evidence | When new nursery starters join us after their 3 rd birthday they are often joining children who have already completed 2 or 3 terms in nursery. This often causes routines to be affected and can have a negative impact on our most vulnerable children. Both groups of children will receive smaller group teaching and early intervention more appropriate to their needs. | Our very youngest and most vulnerable pupils will be able to access a curriculum more tailored to their social and emotional needs whilst the older nursery children will have earlier and more appropriate access to other activities in preparation for moving into Reception including earlier development of phonics. |
| £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. |

| TRAINING AND SUPPORT | | | | |
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| £1500 | We buy into the Service Level Agreement for Play Rangers who support us in training Junior Playleaders. | 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 will continue to invest in training for Basic Junior Play Leaders and for staff in promoting positive playtimes. We also have an LSA presence in the play areas at lunchtimes to ensure that the Junior Play Leaders are supported in initiating play. | 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. |
| 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. | 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 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. |
| £ 1800 | 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. |

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| £5000 | 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. |
| £1960 | 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 the 2014/15 academic year **73% Y1 pupils at the school** in receipt of Pupil Premium achieved the expected standard in the Phonics Screening Check compared **to 63% nationally (2014)**.

In 2014/15 overall attainment gap (Reading, Writing and Maths) based on Average Point Scores at the end of KS1 between PP and non PP Pupils was much lower than the gap identified nationally in 2013 (See table below).

| | READING | WRITING | MATHS |
|--|---------|---------|-------|
| 2015 School APS at end of KS1 | 15.9 | 15.2 | 16.2 |
| 2015 School Pupil Premium APS at end of KS1 | 15.8 | 14.7 | 16.0 |
| 2015 School Non Pupil Premium APS at end of KS1 | 16.0 | 15.5 | 16.4 |
| 2015 School APS Gap between PP and non PP Pupils (a + figure is in favour of non PP pupils) | +0.2 | +0.8 | +0.4 |
| 2014 National APS Gap between PP and non PP Pupils (a + figure is in favour of non PP pupils) | +2.0 | +1.9 | +1.7 |

In 2014-15 children in receipt of Pupil Premium made better than expected progress in Y2 in Reading (4.6pts), Writing (3.8pts) and Maths (4.8pts). This is progress in broadly in line with their non-pupil premium peers.

Across the school, gaps in attainment and progress between Pupil Premium and non-Pupil Premium pupils are small with the exception of Year 4 which has an unusually high proportion of pupils entitled to Pupil Premium.

In 2014/15 our Pupil Premium allocation was spent according to our plan set out in our 'Pupil Premium Report 2014' available on the school website.

| APS Attainment & Progress for 2014-15 - Year 1 | | | | | | |
|--|------|-----|-------|-----|-------|-----|
| | Read | | Write | | Maths | |
| | Att | Prg | Att | Prg | Att | Prg |
| Cohort (30) | 11.0 | 3.8 | 10.6 | 3.9 | 11.0 | 3.3 |
| Pupil Premium (11) | 11.0 | 3.9 | 10.6 | 4.3 | 10.7 | 3.2 |
| Non Pupil Premium (19) | 11.0 | 3.7 | 10.6 | 3.5 | 11.2 | 3.4 |

| APS Attainment & Progress for 2014-15 - Year 2 | | | | | | |
|--|------|-----|-------|-----|-------|-----|
| | Read | | Write | | Maths | |
| | Att | Prg | Att | Prg | Att | Prg |
| Cohort (28) | 15.9 | 4.6 | 15.2 | 4.1 | 16.2 | 4.5 |
| Pupil Premium (12) | 15.8 | 4.6 | 14.7 | 3.8 | 16.0 | 4.8 |
| Non Pupil Premium (16) | 16.0 | 4.6 | 15.5 | 4.2 | 16.4 | 4.4 |

| APS Attainment & Progress for 2014-15 - Year 3 | | | | | | |
|--|------|-----|-------|-----|-------|-----|
| | Read | | Write | | Maths | |
| | Att | Prg | Att | Prg | Att | Prg |
| Cohort (28) | 19.5 | 3.4 | 18.8 | 3.7 | 19.3 | 3.7 |
| Pupil Premium (10) | 19.2 | 3.6 | 18.4 | 3.6 | 18.8 | 3.4 |
| Non Pupil Premium (18) | 19.7 | 3.4 | 19.0 | 3.8 | 19.6 | 3.8 |

| APS Attainment & Progress for 2014-15 - Year 4 | | | | | | |
|--|------|-----|-------|-----|-------|-----|
| | Read | | Write | | Maths | |
| | Att | Prg | Att | Prg | Att | Prg |
| Cohort (18) | 23.2 | 3.6 | 21.3 | 2.8 | 22.6 | 3.0 |
| Pupil Premium (14) | 22.6 | 3.5 | 20.6 | 3.0 | 21.8 | 2.8 |
| Non Pupil Premium (4) | 25.5 | 3.8 | 24.0 | 2.6 | 25.5 | 3.2 |
| * note very small non PP cohort | | | | | | |