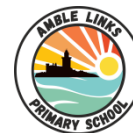


Amble Links Primary School - Pupil Premium Strategy

Statement 2024-2027 (updated November 2024)



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Amble Links Primary School
Number of pupils in school (November 2024)	160 + 24 (Nursery) + 14(2 year olds)
Proportion (%) of pupil premium eligible pupils (November 2024)	28.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2026/27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Paul Heeley
Governor / Trustee lead	Sylvia Capron

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (24/25)	£53,280
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,280

Part A: Pupil premium strategy plan

Statement of intent

At Amble Links Primary 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Many of our disadvantaged 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.
2	A significant proportion of pupils join our school with delays in speech, language and communication.
3	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.
4	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.
5	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.
6	Additional contributions to school activities such as swimming, school visits and the annual Year 4 residential visit are likely to be an additional financial burden on disadvantaged families. Without these contributions the school would be unable to provide an enhanced number swimming sessions to all KS1 and KS2 pupils.
7	Since COVID, an increasing number of our pupils are finding challenge in being able to work independently and without additional support from adults.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
We expect that the targeted children will be supported to make academic progress that is at least the same as their peers despite any challenges 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.	School assessment information will show that targeted children achieve and make progress that is at least the same as other pupils.
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.	Reduced numbers of pupils are presenting with speech issues as they move into KS1.
Above national average proportions of pupils will achieve the expected level in Y1 Phonics Screening.	Evidence from National Data will demonstrate.
Pupils and their families will have easy and rapid access to specialist school nursing services.	Parental feedback (Questionnaires, verbal) 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.
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.	All pupils complete homework on a regular. All pupils will read regularly with an adult. All pupils have access to an appropriate device to complete homework.
Pupils who are disadvantaged by a range of circumstances will have minimal disruption to their learning.	Improved attendance or continued good attendance of targeted pupils. Incidents and issues at home have limited impact on the children's learning.
A high proportion of pupils will be able to swim at least 25m by the time they leave our school aged 9.	At least 80% of pupils will be able to swim 25m by the time they leave the school.
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 experience a range of additional experiences to enhance the curriculum. This will be reflected through pupils' responses in co-ordinator monitoring.
All Year 4 pupils will attend a 3 day 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.	No pupils will miss the visit due to financial difficulties.
Additional adult support will be available in school to support pupils to become more independent.	An increased proportion of pupils will have the skills and attributes to be better prepared to move to their next phase of learning.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional budgeting for all teaching assistants to attend staff training throughout the year. £2000	Teaching assistant interventions +4 Months. Moderate impact for moderate cost based on moderate evidence	1,2,3,4,5,7

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that a higher than average number of teaching assistants are deployed appropriately across the school to ensure that delivery of interventions such as TalkBoost, Precision Teaching and Monster Phonics are delivered effectively. The presence of teaching assistants also allows for pastoral issues to be rapidly addressed. £16000	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.	1,2
Purchase the services of a private school nurse for the equivalent of 2 days per week to provide pastoral support for pupils and parents and to screen, assess and provide year round interventions and support for children with speech, language and communication difficulties £15000	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.	1,2,3
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 school ICT facilities, reading time with adults and support with written homework. £2000	Extended School Time. +2 months. Low impact for moderate cost based on limited evidence.	1,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide additional hours each week for Emotional Literacy Support Assistant (ELSA) to provide support/advice/counselling for children who require this on a short or long term basis. 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. £2500	Social and Emotional Learning. +4 months. Moderate impact for very low cost, based on extensive evidence	3,5
Provide an additional Early Years Apprentice during the 2024/25 academic year into the 2025/26 academic to support with the increased level of needs presented by our youngest pupils as they join the school. £10000	Social and Emotional Learning. +4 months. Moderate impact for very low cost, based on extensive evidence	1,2,3,7
We will subsidise swimming lessons. From Y1 all children take part in swimming lessons throughout their time at the school. All pupils' lessons are subsidised by the school and a proportionate but more affordable contribution will be requested from families with children eligible for Pupil Premium. £2000	Sports Participation +2 Months. Moderate impact for moderate cost based on moderate evidence	6
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. £2000	Arts participation + 2 Months Low impact for low cost, based on moderate evidence.	6
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. £1000	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.	6
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 for all families. £500	After school programmes. + 2 Months. Low impact for high cost, based on limited evidence.	3,6

Total budgeted cost: £ 53,000 (2024-25)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-224 academic year. Updated January 2024.

At the end of the 2023-24 academic year, school attainment data showed that:

- The proportion of pupils entitled to Pupil Premium achieving GLD at the end of Foundation Stage was higher than those not entitled to Pupil Premium. (PP:63% Non PP: 55%)
- The proportion of pupils passing the Y1 Phonics Check entitled to Pupil Premium achieved higher than those not entitled to Pupil Premium (PP: 100% Non PP: 75%)
- There are minimal differences between attainment of PP and non-PP groups of pupils in most year groups.
- On average, pupils entitled to Pupil Premium achieved a higher average score than Non Pupil Premium pupils in the Y4 Multiplication Tables Check.
- The attendance of Pupil Premium pupils (93.9%) was slightly lower than that of Non Pupil Premium pupils (95.3%)

Please note that within these figures there are some very small cohorts of pupils within each group.

The school nurse employed by school continues to screen all children in nursery for speech, language and communication issues. Outcomes of this screening ensure that early interventions are put in place and timely referrals are made therefore reducing the number of pupils presenting with issues in these areas as they move into KS1. The school nurse supports staff to plan and implement these interventions and communicates with parents. Clear lines of communication with parents regarding speech, language and communication issues are in place meaning that parents are fully aware of their child's needs, what they can do to support and the interventions taking place in school. Parents are very positive about this support.

The general pattern of phonics results for the school continued to be above national averages. Children continue to receive targeted individual interventions where necessary.

The school nurse continues to be accessed by a wide range of parents, particularly families who are subject to health inequality or circumstances that might otherwise be a barrier to accessing services. By having the school nurse available in school for 2 days a week, parents are able to access support rapidly and therefore minimising the negative impact on children and families. Where parents have accessed support from the school nurse, attendance of these pupils has generally improved. Feedback from parents about the service provided by the

school nurse is highly positive.

Any pupils who are not supported at home to complete reading at home are able to access additional reading support provided in school by a teaching assistant at lunchtimes ensuring that they have the same opportunities as other children to read with an adult. Any children in the school who do not have an appropriate device to complete homework on are provided with one.

The provision of an ELSA (with an extended morning role from 2023-24) and the school nurse continue to support pupils who have experienced incidents and issues at home that could impact negatively on their learning. Having these staff members available at key times of the day and week ensures that these issues can be quickly addressed allowing the children to continue their learning. Both of these roles have also been highly valuable in supporting Designated Safeguarding Leads to effectively carry out their roles.

Around 80% of pupils are able to swim 25m by the end of Y4.

No children in the school were disadvantaged by not being able to take part in any extra-curricular or enrichment activity. All children have equal access to these activities. The subsidised Breakfast Club is very well attended on a daily basis as are the range of sports clubs provided free of charge. By the time they leave the school, majority of pupils have accessed at least one extracurricular activity. 100% of pupils in Y4 attended the annual residential visit to Robinwood.

The percentage of pupils entitled to Pupil Premium who access after school clubs is in line, and often exceeds the overall school percentage of Non Pupil Premium pupils.