

## Pupil Premium Statement 2018 - 2019



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 (FSM) and their peers. In the 2018-19 financial year this amounted to £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 First school this sum came to £43,560. In September 2018, 32% 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 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 £43,560. 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.

For more detailed information, see [www.educationendowmentfoundation.org](http://www.educationendowmentfoundation.org)

| Activity  | Education Endowment Foundation Summary                                   | Brief outline/rationale  | £ allocation  | Projected impact by end of year   |
|---|--|--|---|---|
| <b>Social and Emotional learning:</b><br><br>ELSA training<br>ELSA sessions 1 day per week                  | Moderate impact for moderate cost based on extensive evidence.<br><br>+4 | LA ELSA training for TA.<br><br>Small group work or 1:1, addressing individual or group needs, using SEAL or other S&E materials   | Training £300<br><br>Staffing £500  | Improved levels of self confidence and self esteem. Higher levels of expectation for selves.<br><br>Improved levels of participation in lessons.                  |
| <b>Extending the school day:</b><br><br>Breakfast club<br>After School Club<br>Homework club, computer club | Moderate impact for very high cost based on moderate evidence<br><br>+2  | Preschool breakfast club gives children a good start to the day and improves punctuality/attendance. Good nutrition improves concentration and learning power. Salaries are subsidised to keep costs for pupils low.<br><br>Clubs - <ul style="list-style-type: none"> <li>• increased attendance at school,</li> <li>• improved behaviour,</li> <li>• better relationships with peers</li> <li>• improved social and personal skills</li> <li>• academic progress- e.g. phonic computer club</li> </ul> | £2100   | Children are at school on time. Social interaction benefits friendships and working relationships. Children will be in a good frame of mind for beginning lessons |
| <b>Arts participation:</b><br>All year 3 and 4 pupils have music tuition - this year Samba drums            | Low impact, low cost,<br><br>+ 2   | Many children have limited opportunities to engage with the arts and cultural activities. Pupils get the opportunity to widen their skills base\discover talents\ learn in different ways with a County based musician. All children have their own instrument.<br><br><br>Whole school travelling theatre experience, visit to the local theatre- Christmas panto<br><br>Woodhorn arts project KS2  | Course cost £600<br><br><br><br><br><br><br><br><br><br>Secret garden play £500 | Increased self-esteem, broadened horizons. Some pupils may take on further musical experiences  |

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|---|--|---|--|---|
| <p><b>Mastery Learning:</b><br/>Training for staff, lesson study in partnership school and within school, Co-ordinator time to embed</p>  | <p>Moderate impact for very low cost, based on moderate evidence<br/><br/>+5</p> | <p>Autumn Term: Main focus: Maths mastery- All staff implementing mastery training. Co-ordinator\ headteacher\governor lesson observations and work scrutiny to improve and monitor performance. Time organised for staff to observe an outstanding school and each other. NCTEM training for staff.</p> <p>Following this: time to develop mastery learning in other subjects. Co-ordinator time\ training time so that pupils receive the same high standard of teaching, learning and assessment in all year groups</p> <p>Resources to support teachers</p>                                 | <p>Staffing<br/>£1500</p> <p>Supply for lesson study/ staff time:<br/>£600</p> <p>Subscriptions:<br/>Twinkl/ My Maths<br/>£800</p> | <p>Close the attainment gap for pupils</p> <p>Consistent practice\expectations in all classes</p>   |
| <p><b>Phonics:</b><br/>Small group teaching every morning for KS1<br/>Subscription to phonicsplay - access at home and school.</p> <p>Teaching monitored regularly to ensure quality of provision for all children</p> <p>Phonic interventions/ after school phonic club</p> <p>Additional staffing in Y1 AM to support lit/phonics</p> | <p>Moderate impact, very low cost,<br/><br/>+4</p>                               | <p>Small groups identified using Read, Write Inc assessments to precision teach phonics. 7 teacher/ TA's used to teach year one and two from 9-9:30am<br/>Phonic website with motivational phonic games split into phases to encourage children to practice at home and at school.</p> <p>SLT + phonic lead meet every 4 weeks to review progress</p> <p>Mix of phonics play on computers/ reading and phonic games with the teacher. Small group to maximise impact</p> <p>Extra support to impact upon Reception children who are falling below expected level in Communication ELG goals</p> | <p>Web sub:<br/>£120</p> <p>Staffing<br/>£600</p> <p>Staffing<br/>£5,000</p>   | <p>Equity is ensured for all, close monitoring of disadvantaged groups ensures that any dips are picked up quickly.</p> <p>Importance of phonics and accessibility of phonics clearly extended to home.</p> <p>Improved standards in writing and gap narrowed for disadvantaged pupils.</p> |

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|---|--|--|---|--|
| <b>Sports participation</b>   | Low impact for moderate cost, + 2 months   | Swimming lessons are offered to all children and we subsidise the cost of lessons for those unable to pay We believe that it is vital for our children to be confident swimmers, living close to a river and by the sea. Ensuring that all children participate ensures equity. Sports participation adds a different dimension to learning and success.                           | £1,200  | Children can be proud of their achievements, raising self esteem and levels of independence.   |
| <b>Outdoor adventure learning:</b><br><br>Subsidies are made to the costs of year 4 residential trips   | Moderate impact for moderate cost, + 3 months<br><br>**  | Outdoor learning encourages independence, collaborative learning, physical and emotional challenge, practical problem solving and reflection.  | Staffing £800<br><br>Transport subsidies £300 | Pupils will have increased levels of resilience and perseverance, independence, confidence and team spirit with which to engage confidently win learning, particularly during transition phases. |
| <b>Outdoor adventure learning, Arts participation, collaborative learning</b><br><br>Subsidies are made to the costs of all trips throughout school | A mix of many elements. We believe it is essential to give all children experiences and visits to environments they may not get the opportunity to have. | Educational activities out of school enhance the curriculum by developing transferable learning skills, broadening experiences and developing a love of learning from a range of contexts, the subsidy ensures equality of opportunity in access to these experiences  | Visit subsidies £500                          | Pupils will have wider experience of the world and of a range of educational opportunities, opening minds to the learning possibilities of the world at large.                                   |
| Strategies to improve attendance amongst PP pupils  | A key area of improvement from our Ofsted report July 2017   | Rewards and inducements for children to attend more regularly (certificates, badges, prizes, trips)<br><br>Admin duties related to collaborative work with EWO, tracking absence, 1st day phone calls, home visits to check on pupils, data preparation<br><br>Headteacher time in meetings with parents and EWO, data analysis, reporting to governors, meeting, associated admin | £500  | Pupils are not further disadvantaged by poor attendance  |

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|--|--|--|---|--|
| <p><b>EYFS interventions</b></p> <p>Additional staffing in EYFS at the start of the year to deliver communication, language, social/emotional and behaviour education strategies</p>               | <p>Moderate impact for very high cost , based on extensive evidence</p> <p>+ 5</p>     | <p>Nursery data shows that the incoming Reception class will enter school with low scores in these areas. A number of these pupils are eligible for PP.</p>  | <p>Staffing</p> <p>£2700</p>  | <p>Pupils will be ready to learn and have good attitudes towards school routines and expectations.</p> <p>Communication/language difficulties will be identified, ready for further action</p>   |
| <p><b>EYFS extra hours</b></p>   | <p>Moderate impact for very high costs</p> <p>+3</p>                                   | <p>Extended nursery provision to support 8, 30 hour pupils</p>   | <p>£1000</p>  | <p>Children are settled in the school environment and some will gain from more access to a learning environment.</p>   |
| <p><b>Oral language interventions:</b></p> <p>Talkboost for EYFS, KS1 and KS2</p>  | <p>Moderate impact for low cost, based on extensive evidence</p>                       | <p>Communication and language skills are an area of increasing concern amongst our pupil intake, past experience shows that this is an effective intervention</p>  | <p>KS2 training</p> <p>£600</p> <p>+ TA salaries -see small group interventions</p> | <p>Pupils leave early years with improved levels of communications skill and ability to access the curriculum are enhanced</p>   |
| <p><b>Small group interventions/ support for EYFS/KS1/2</b></p> <p>children still not achieving age appropriate levels in literacy or maths</p> <p><b>One to one tuition/Behaviour support</b></p> | <p>Moderate impact for moderate cost, + 4</p> <p>Moderate impact for high cost, +5</p> | <p>Individualised targets can be addressed with small groups of children. Intensive and focused tuition of this sort is felt to be effective in meeting specific needs.</p> <p>TA support in class to support the progress of groups and individuals during lessons</p> <p>Small group \1:1 tuition for children experiencing difficulties in a whole class situation.</p> | <p>Staffing</p> <p>£20,000</p>  | <p>Secure learning of targeted areas will enable pupils to attain at levels closer to expectation and to peers/to close the attainment gaps</p> <p>To support pastoral needs of pupils</p> <p>All children continue to grow their learning in a calm and safe environment.</p> |

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| <p><b>Summer School</b></p> <p>Additional teaching and learning responsibility point to run new pp projects including before and after school clubs, holiday clubs, metacognition, EYFS</p> <p>To develop the schools monitoring of pupil premium and develop a strong evidence base to strengthen impact reports.</p> | <p>Low impact for moderate cost</p> <p>+2</p>      | <p>Additional staff member to trial new pp projects and develop a robust system to account for all pupil premium children and a strong evidence base to prove impact.</p> <p>Holiday clubs target children who need extra support to meet their progress target. (PP children identified)</p> | <p>£1,200</p>                | <p>Close the attainment gap for lit\ num. Support the children at an early stage to develop sustainable and independent lit\ num skills.</p> <p>Work with parents to showcase pupil progress and how parents can support in the home</p> <p>Improve the self - esteem and motivational levels for learning.</p> |
| <p><b>Behaviour training</b></p>   |  | <p>MAPA (managing actual and potential aggression)</p> <p>All KS1 and KS2 staff to support a team approach to de-escalation strategies.</p>   | <p>£750</p> <p>TAs/ £700</p> | <p>High impact for Amble First to confidently address behaviour.</p>  |
| <p><b>Aspirations interventions</b></p>  | <p>Very low impact for moderate cost.</p>          | <p>Enterprise week - Family life/community/financial based activity days with y2,3 and 4 run by Primary enterprise.</p> <p>Careers assemblies- all staff recruiting people from a diverse range of careers to share their experiences in assembly.</p>  | <p>£450</p>                  | <p>Children have motivation and purpose to give their best performance at school in every aspect of school life.</p>  |
| <p><b>Parental engagement</b></p>  | <p>Moderate impact for moderate cost</p> <p>+3</p> | <p>Class teacher welcome meeting, Assemblies, Drop ins, coffee mornings/afternoons, Parent forum</p>  |                              | <p>Parents are well informed about pupil progress and how to support their children.</p>  |
|  |  |   | <p>Total</p> <p>43,320</p>   |   |

£240 -We hold 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. Funding may also be used to provide rewards and incentives to support pupils' learning.