

## Pupil premium strategy statement

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 First School
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	32.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 - 2024/25
Date this statement was published	November 2021 (Reviewed Nov 2022 and Nov 2023)
Date on which it will be reviewed	November 2024
Statement authorised by	Lizzie Jackson
Pupil premium lead	Lizzie Jackson
Governor / Trustee lead	Jack Christophers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,290
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£55,290

# Part A: Pupil premium strategy plan

## Statement of intent

At Amble First School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our main aims are:

- To ensure that **all** pupils at Amble First access a high quality curriculum offer that meets their needs.
- To remove barriers to learning that are created by poverty, family circumstance and background.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately assessed and addressed.
- To ensure that Pupil Premium funding will be regularly reviewed so that it meets the identified and emerging needs of the children. This means that eligible children will access support and interventions when required.
- To develop reading skills so that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Phonics assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. They also have less access to resources at home to support phonics learning. This negatively impacts their development as readers and therefore impacts their ability to access the wider curriculum.
2	The attainment of disadvantaged children in Maths has declined more than their non-disadvantaged peers, demonstrating that disadvantaged children have been negatively impacted by partial school closures during the pandemic. Engagement in activities out of school to support maths is also low.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident in the EYFS.

4	Assessments, observations, and discussions with pupils show that the number of disadvantaged pupils achieving the expected level in writing is lower than their non-disadvantaged peers and in some classes has declined from previous years. Engagement in activities out of school to support writing is also low.
5	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Regular monitoring of attendance has shown that a number of disadvantaged children do not attend school as regularly as their non-disadvantaged peers. Some of these children have attendance rates well below the national expectation of 96%.

## 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
Improved teaching, resourcing and assessment of phonics leading to improved outcomes for pupils in phonics, reading and writing.	<p>Improved Phonics Screening results, in line with National Averages.</p> <p>Improved Read Write Inc assessment results.</p> <p>Children in all year groups can read with greater accuracy and fluency.</p> <p>Children can better access the wider curriculum.</p> <p>Children have access to phonetically decodable reading material.</p> <p>Children develop a love of reading and enjoy taking a range of different books home to read.</p>
Narrow the gaps in Maths by developing children's basic Maths skills.	<p>Improved Maths outcomes in all year groups.</p> <p>Children are more confident in their knowledge and understanding of basic maths skills.</p> <p>Children can apply their mathematical knowledge in a range of different lessons and scenarios.</p>
Improved levels of language and communication in the EYFS.	<p>Children are able to communicate more confidently and effectively with their peers and with adults.</p> <p>Speaking and listening skills are improved and demonstrate a growing vocabulary.</p>

Development of the children's writing skills and their resilience to enable them to write at length.	<p>Children have a greater understanding of how to write and are more confident in writing at length.</p> <p>Children have higher expectations of their own writing and presentation of their work.</p> <p>Children have a greater awareness of the audience and purpose of their writing.</p> <p>Children are writing at length more frequently.</p>
Emotional and social support for children so that they can confidently access all areas of the curriculum.	<p>Children are accessing the social and emotional support that they need, when they need it.</p> <p>Children have the appropriate vocabulary to express their emotions.</p> <p>Emotional and social barriers are removed so that children are able to confidently access the curriculum.</p> <p>Staff are more aware of the different social needs of the children and can address these effectively as they arise.</p>
Improved attendance for children across the school.	<p>Children will attend school more regularly.</p> <p>Children will perform better in school due to higher attendance rates.</p> <p>Families will be more aware of the importance of good attendance at school.</p> <p>Families will be more aware of the impact of poor school attendance.</p>

## 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: £8,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Updated and continued Read Write Inc phonics training for all school staff, including new resources to support teaching and learning.	<p>RWI is an accredited phonics teaching programme which has been validated by the DfE.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the</p>	1,4

	development of early reading skills, particularly for children from disadvantaged backgrounds.	
Release time for Phonics Lead to undertake assessments and monitor Phonics and reading provision in school. Time spent to lead CPD with staff delivering the programme.	Detailed understanding of provision and progress across school will allow for a clear view of the big picture and effective feedback to staff.  All staff delivering the programme will have frequent, up to date training and will be confident in knowing how to ensure that children are making maximum progress.	1,4
Release time for the Leadership team to track and monitor PP children, including lesson observations and meetings with staff.	Detailed understanding of provision and progress across school will allow for a clear view of the big picture and effective feedback to staff.  Pupil attainment levels will improve as staff are well informed about the needs and development of this target group – gap will narrow.	1,2,3,4,5
Release time for Maths Lead to access Mastering Number.	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2.	2
SENCo time to target assessment and support for those eligible for PP who are identified as having SEND.	SENCo will work with staff to ensure that targeted support is in place for PP children who have SEND needs. This may include sourcing further resources and outside agencies where appropriate.	1,2,3,4,5,6

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL Literacy and Numeracy software	This programme helps to identify specific gaps in children and provides tailored activities to meet their needs.	1, 2
Teaching assistant - led Maths interventions and resources for KS1 and KS2.	Support pupils below expected with maths skills for life.  Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four	2

Sandwell Maths intervention.	additional months' progress, on average, over the course of a year.	
Music Tuition Year 4 - Ukuleles.	<p>Many children have limited opportunities to engage with the arts and cultural activities. Playing an instrument adds a different dimension to learning. Pupils feel valued.</p> <p>Increased self-esteem, broadened horizons. Some pupils may take on further musical experiences.</p>	5
Additional staffing in Reception Class during Autumn term to deliver communication, language, social/emotional and behaviour education strategies.	<p>Focused, small group work and individual interventions will improve "school readiness".</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>	3,5
Talk Boost resources and training for EYFS, KS1 and KS2.	Talk Boost is an evidence based intervention which supports language development and past experience has shown this to be an effective intervention.	1,3,4
1:1 Communication and language interventions and resources with TA.	<p>A number of individual children require 1:1 tuition daily to work on speech, language and communication targets.</p> <p>These pupils will be better able to access the full curriculum as speech, listening and attention skills improve.</p>	1,3,5
<p>1:1 and small group interventions for KS1 and KS2 children with continuing difficulties in phonics, reading, writing and Maths.</p> <p>Read Write Inc Fast Track tutoring.</p>	<p>Individualised targets can be addressed with individual children. Intensive and focused tuition of this sort is felt to be effective in meeting specific needs.</p> <p>Secure learning of targeted areas will enable pupils to attain at levels closer to expectation and to peers.</p>	1,2,4
Psychological Services (SLA)	<p>Professional support for children requiring emotional support.</p> <p>Support and advice provided for staff to ensure that the needs of all children are being met effectively.</p>	5
Times Tables Rockstars online programme to be	A sequenced programme of daily times tables practice. Children are able to use	2

used in school and at home.  Monitoring of progress by Maths Lead.	this at home and at school. This has been used with success in previous years.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent communication: Parent meetings, Drop ins, workshops, assemblies, coffee mornings.  Resources to be provided where appropriate.	These sessions and resources will support parents' understanding of how they can help with different aspects of school life including; communication skills, phonics, maths, e-safety.  Increased engagement will lead to more homework completed, higher pass rate for phonics, every child a reader by Year 2, reading challenge completed by all pupils.	1,2,3,4,5,6
Supernanny - support for families with home/school concerns which could prove a barrier to learning and to attendance.  Training for staff to support children.	Qualified health professional to support children and their families.	3,5,6
Emotional Literacy Teaching Assistant for one day each week	An educational psychology-led intervention for promoting the emotional wellbeing of children and young people. Small group work or 1:1, addressing individual or group needs, using a range of resources.	5,6
Subsidise the staff and resources costs of a breakfast club and after school club.	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.  Good nutrition improves concentration and learning power giving children a good start to the day.	1,2,3,4,5
Subsidies are made to the costs of Year 4 residential trips.	Outdoor learning encourages independence, collaborative learning, physical and emotional challenge, practical problem solving and reflection.	5

	Pupils will have increased levels of resilience and perseverance, independence, confidence and team spirit with which to engage confidently in learning, particularly during transition phases.	
Strategies to improve attendance amongst PP pupils. Regular meetings with EWO and local partnership schools.	<p>Pupils are not further disadvantaged by poor attendance.</p> <p>Rewards and inducements for children to attend more regularly (certificates, badges, prizes, trips)</p> <p>Admin duties related to collaborative work with EWO (every 3 weeks), tracking absence, 1<sup>st</sup> day phone calls, home visits to check on pupils, data preparation.</p> <p>Headteacher time in meetings with parents and EWO, data analysis, reporting to governors, meeting, associated admin.</p>	1,2,3,4,5,6
Subsidies are made to the costs of all trips throughout school.	<p>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.</p> <p>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.</p>	5,6
Extending the school day.	Increased learning time by adding 15 minutes onto the start and end of each day. This will allow school to do more with our pupils, creating more time to provide interventions and opportunities for learning.	1,2,3,4,5,6

**Additional to be kept as funding for specific needs/subsidies**

**Total budgeted cost: £55,290**



## 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 2022 to 2023 academic year.

#### **School Super Nanny/regular School nurse support**

This support ensured that barriers to learning for some pupils were removed. There was increased attendance from many pupils and this led to increased progress in school and improved well-being. Appropriate support in place to improve the emotional and social well-being of children. Increased engagement in school work. Pupils and parents were supported with potential SEND needs and strategies were put in place to support children in school and at home. Support from the school nurse has also helped to address the attendance concerns of some children, ensuring that they attend school more regularly.

#### **RWI training and resources to ensure quality of provision for all children**

All staff are trained and skilled at delivering the RWI phonics programme. Children have access to high quality teaching and further interventions where needed. In 2023, 93% of the Year 1 cohort passed the Phonics Screening Check. Subscription to the RWI website and RWI development days have increased the profile of phonics and have led to a greater understanding of how to support children with reading. Resources and training have also enabled staff to deliver training and support to parents to help their children at home. Staff deliver Fast Track Tutoring to those pupils not working at the expected level in order for them to make rapid progress. Staff have also provided further resources to support families in learning phonics at home. This has ensured that no child is disadvantaged due to lack of technological devices at home.

#### **Mastering Number**

Children in Reception are gaining a greater understanding of number from an earlier age. Staff are trained to recognise gaps in learning and are able to target these quickly. Children are moving into KS1 and are more ready to access the curriculum.

#### **Talk Boost**

This intervention has had a significant impact on the children who take part and has greatly improved their communication skills. Children are able to communicate more effectively with their peers and with adults in the school. They have a greater understanding of language which allows them to access the curriculum more readily. Staff have a greater understanding of the specific needs of the children and are able to support them in the class and around school.

#### **Emotional Literacy Teaching Assistant**

Children have improved levels of self confidence and self esteem. They also have higher levels of expectation for themselves, resulting in higher levels of attainment. Children are becoming better at conflict resolution and are more resilient. This has ensured that children are happier to come to school and are more able to tackle the challenges they face.

#### **Nurture Room**

The refurbishment of the nurture room has created a safe and comforting space for staff and children to use for interventions, both academic and social. This has allowed a number of successful wellbeing interventions to take place, helping to improve attendance and attainment for a number of children. Resources and books have been purchased to further support these sessions.

### **Breakfast and after-school club**

Children were in school on time and were all provided with a healthy breakfast. Children had further opportunities to socialise with others and were well prepared for the school day. Children also had opportunities to take part in different activities such as writing, drawing and arts and crafts, therefore improving their skills in different areas.

### **Group interventions**

Children received intensive support to enable them to narrow attainment gaps in phonics, reading, writing and maths. Children's attainment increased and all children made progress over the year. Children's attainment was closely tracked and interventions were adapted across the year to ensure that key gaps were closed.

### **Trip subsidies**

No children are disadvantaged by not being able to afford the costs of school trips. Children attended several additional trips which allowed them further educational and sporting opportunities that they would not have otherwise had access to. This helped to increase their knowledge of the local environment and gave them greater confidence and independence skills. Many of these trips have also contributed to mental and physical wellbeing.

### **Extending the school day**

This has allowed children more opportunities for practising basic skills and has increased the opportunities for reading, writing and maths. Children are now more ready to start the school day and we are able to target the bottom 20% of readers in this time with 1:1 reading with an adult.

### **Attendance strategies**

Although the level of attendance has not shown a significant increase, the profile of attendance has risen and children are also more aware of the need to be in school regularly. Parents are aware of the processes by which we will monitor and tackle attendance concerns. Meetings have been arranged for parents with the school nurse and they are supported with this.

### **Parent drop in sessions**

Parent drop in sessions are very well attended and children are keen to work with their parents in school. Staff have used these opportunities to share how parents can support their children's learning at home and extra resources have been provided for those who need them.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Miskin Training
TTRS	Maths Circle Ltd
White Rose Maths	White Rose Hub
Talk for Writing	Talk for Writing
Talk Boost	Speech and Language UK
IDL	IDLS group

