

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	109
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2021/22 - 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
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	£49,765
Recovery premium funding allocation this academic year	£5365
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	£55,130

# 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 addressed and assessed.
- 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 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 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.
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 over the past two years.
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.
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.

## 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.	Improved Phonics Screening results, in line with National Averages. Improved Read Write Inc assessment results. Children in all year groups will be reading with greater accuracy and fluency.
Narrow the gaps in Maths by developing children's basic Maths skills.	Improved Maths outcomes in all year groups. Children are more confident in their knowledge and understanding of basic maths skills.
Improved levels of language and communication in the EYFS.	Children are able to communicate more confidently. Speaking and listening skills are improved with a growing vocabulary.
Development of the children's writing skills and their resilience to enable them to write at length.	Children have a greater understanding of how to write and are more confident in writing at length. Children and writing at length more frequently.
Emotional and social support for children so that they can confidently access all areas of the curriculum.	Children are accessing the social and emotional support that they need, when they need it. Children have the vocabulary to express their emotions. Emotional and social barriers are removed so that children are able to confidently access the curriculum.

## 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Updated 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 development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1,4
Release time for Phonics Lead and Literacy Lead to undertake assessments and monitor Phonics and reading provision in school.	Detailed understanding of provision and progress across school will allow for a clear view of the big picture and effective feedback to staff.	1,4
Release time for the Leadership team to track and monitor PP children, including lesson observations and meetings with staff.	<p>Detailed understanding of provision and progress across school will allow for a clear view of the big picture and effective feedback to staff.</p> <p>Pupil attainment levels will improve as staff are well informed about the needs and development of this target group – gap will narrow.</p>	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
Release time for teachers and Maths lead to attend Sustaining Mastery in Maths training.	The focus of the workgroups is curriculum recovery. The training will enable pupils to make up for lost time through concentrating on what really matters. It helps to enhance their mathematical subject knowledge, emphasising key areas of maths. Provided by the NCETM.	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

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

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led interventions - reading, writing, maths in KS2.	Familiar, additional adults used to staff smaller, targeted groups. Allows extra challenge and additional scaffolding.  Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1,2,4
TA - 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

	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 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
Small group interventions for KS1 and 2 children who have not achieved age appropriate levels in Literacy or Maths.	<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>Secure learning of targeted areas will enable pupils to attain at levels closer to expectation and to peers.</p>	1,2,4
1:1 interventions for KS1 and 2 children with continuing difficulties in Literacy and Maths.	<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)	Professional support for children requiring emotional support.	5
NELI (Nuffield Early Language Intervention), Communication and Language programme	The NELI programme is proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. The intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.	3
Times Tables Rockstars	A sequenced programme of daily times tables practice. Children are able to use this at home and at school. This has been used with success in previous years.	2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent communication: Parent meetings, Drop ins, workshops, assemblies, coffee mornings.</p> <p>Resources to be provided where appropriate.</p>	<p>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.</p> <p>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.</p>	1,2,3,4,5
<p>Supernanny - support for families with home/school concerns which could prove a barrier to learning.</p> <p>Talks/workshops for EYFS: sleep training,</p>	<p>Qualified health professional to support children and their families.</p>	3,5

potty training, fussy eaters etc.		
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 SEAL or other S&E materials.	5
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.  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.	5
Strategies to improve attendance amongst PP pupils.	Pupils are not further disadvantaged by poor attendance.  Rewards and inducements for children to attend more regularly (certificates, badges, prizes, trips)  Admin duties related to collaborative work with EWO, tracking absence, 1 <sup>st</sup> day phone calls, home visits to check on pupils, data preparation  Headteacher time in meetings with parents and EWO, data analysis, reporting to governors, meeting, associated admin.	1,2,3,4,5
Subsidies are made to the costs of all trips throughout school.	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	5



	<p>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>	
Nurture room	Resources and space to support the emotional wellbeing of children. Children will have a safe space in which they can access nurture and emotional support where required.	5

**Additional to be kept as funding for specific needs/subsidies £630**

**Total budgeted cost: £55,130**

## **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 2020 to 2021 academic year.

**The outcomes of some planned activity were limited by the Covid pandemic and two periods (5+ months) of school closures.**

#### **MAPA annual training KS2**

Highly effective in supporting the most at need pupils. Eliminated the need for school exclusions. Consistent and effective management of behaviour in school.

#### **Parent communication: Parent meetings, Drop ins; workshops, assemblies, coffee mornings**

Increased engagement of parents in school activities and learning. Children supported to complete work at home during the lockdown period. reading challenge completed by a greater number of children.

#### **Workshops for all pupils on Enterprise**

Greater understanding of the value of money and the jobs/careers available to them.

#### **Tips by text**

This created better communication with parents and enabled families to better support their children at home.

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

This support ensured that barriers to learning were removed. Increased attendance from many pupils. Appropriate support in place to improve the emotional and social well-being of children. Increased engagement in school work.

**Interventions - before school, after school, during holidays to deliver pre-learning, extra learning/consolidation of reading, writing, maths**

Improved outcomes for pupils. Higher levels of engagement in lessons and narrowing of gaps created by school closures.

**RWI monitoring by Literacy Leader to ensure quality of provision for all children**

Gaps in phonic knowledge identified and targeted interventions in place to narrow gaps.

**Emotional Literacy Teaching Assistant**

Improved levels of self confidence and self esteem. Higher levels of expectation for selves.

**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.

**Group interventions**

Children received intensive support to enable them to narrow the attainment gaps following the school closures.

**Trip subsidies**

Children attended several additional educational trips which allowed them further educational opportunities.

## 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*

Programme	Provider
TTRS	Maths Circle Ltd
The Boxhall	Nurture UK
White Rose Maths	White Rose Maths
Talk for Writing	Talk for Writing