



Pupil Premium Strategy Statement – Sept 2019

1. SUMMARY INFORMATION					
School	Bexhill Academy				
Academic Year	2019/20	Total PP Budget	£187,440	Date of most recent PP Review	July 19
Total number of pupils	386	Number of pupils eligible	130 (34%)	Date of next internal review of this strategy	Dec 19

2. CURRENT ATTAINMENT		
Class of 2019 (unvalidated)	Pupils eligible for PP (School) GDS*	National Average 2018 (ALL) GDS*
% Achieving in reading, writing and maths	71% 7%* Whole School 72% 8% PP	65% 10%*
% Achieving in reading	77% 18%* Whole School 89% 24% PP	73% 27%*
% Achieving in writing	84% 21%* Whole School 75% 22% PP	79% 20%*
% Achieving in maths	86% 13%* Whole School 89% 16% PP	79% 27%*

3. Barriers to future attainment (for pupils eligible for PP, including high prior attainment)	
IN SCHOOL BARRIERS (Issues to be addressed in school)	
A.	Oral language skills on entry into EYFS are lower, especially for pupils eligible for PP. This slows reading and writing progress in subsequent years.
B.	Less middle and low ability pupil premium pupils achieve the higher standards in Year 6 in R, W, M and SPAG
C.	Attainment of some groups of pp pupils across the school are a cause for concern especially reaching EXp – Reception, Year 2, year 4
D.	The quality of teaching remains a focus for the school as we have an NQT in Y3, An inexperienced Y1 teacher and a new WISE Read programme to launch in Sept 2019
E.	The vast amount of extreme SEN needs for PP children in all year groups but particularly EYFS
EXTERNAL BARRIERS (issues which also require action outside of school)	
F.	Attendance rates for pupils eligible for PP are 94.6% This reduces their school hours and causes them to fall behind.
G.	Many pupils come to school hungry and malnourished each day, this slows progress and impacts on levels of concentration, especially in the morning.
H.	Limited parental support with reading and homework across the school. This slows reading and writing progress.

4. DESIRED OUTCOMES:		
	Desired Outcomes and how they will be measured:	Success criteria:
A.	Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding.	Improved GLD score for pupils exiting EYFS in July 2020 Improved CLL scores for pupils eligible for PP in July 2020.
B.	Higher rates of in year progress, especially in KS2 for pupils eligible for PP	In year average progress rates are 3+ steps for pupils eligible for PP in every year group and this group make at least as much progress as 'other' pupils.

C.	Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.	Low/ high attaining group in every year group make better in year progress (3 steps) with more making accelerated and meeting the expected standard.
D.	Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.	NQT passes assessment Year, Y1 teacher is judged as good good or better. Reading results improve in school in all phases
E.	SEN provision to be of a high standard where needs are met.	SEN and PP pupils make at least points progress for 85% of group
F.	Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.	2019/20 attendances for pupils eligible for PP was 94.6%. In 2019 academic year this will increase
G.	Improve pupil well-being and ensure they have all requirements to access learning at all times	Improved concentration in lessons Improved behaviour for learning evidenced through lesson observations. Self-regulation techniques being used well across the school

5. REVIEW OF EXPENDITURE

Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Whole school on-going CPD</p> <p>EEF handwriting project with Y2 and targeted Y5 pupils</p> <p>Teaching school advocacy programme with EEF for literacy lead with reading focus – accelerated reader</p> <p>Maths lead engaged with maths hub EYFS mastery project – times table rock stars</p> <p>Targets set with all staff for end of year desired outcomes with intervention planned (for expected and greater depth)</p> <p>Y6 1-1 reading intervention (Lexia)</p>	<p>B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP</p> <p>C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.</p> <p>D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p>	<p>89% of PP pupils were expected in reading, this was higher than average.</p> <p>Again in maths 89% of PP gained the expected level.</p> <p>Increased monitoring throughout the year ensured we knew which children to target</p> <p>Timetable Rock Stars and Lexia both contributed to children learning independently as well as children gaining skills in retrieval and retention.</p>	<p>More focus needs to be given on teachers analysing their data, particularly at the higher level.</p> <p>Rockstar programme was the opposite way round on an iPad compared to Y4 table Test. This needs altering for the next academic year.</p> <p>Lexia was supportive in Autumn and Spring. In the Summer term this then needs to start in Y5 to ensure they receive a years' worth of input. To purchase for Nurture groups also.</p>	<p>Non teaching Dep Head to lead on T and L and intervention £5K</p>

<p>Whole school on-going CPD – reading linked to EEF project</p> <p>Reading resources- new scheme KS1 and phonics scheme</p> <p>Accelerated reader books</p> <p>Engagement with Kirsty Page (SALT) and Launchpad to literacy document to provide further intervention and support across foundation stage</p>	<p>A: Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding.</p> <p>B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP</p> <p>C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.</p> <p>D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p> <p>G: Improved % of pupils reading at home, and in school to improve outcomes</p>	<p>Reading skills and the teaching of reading is particularly strong. This showed in our reading results this year where we were above National Average.</p> <p>Our Phonics books in KS1 supported children and we gained our highest ever phonics mark at 84%</p> <p>Engagement with Kirsty allowed us to assess and intervene with PP children very quickly and ensured we targeted the right children early. ~the CPD for staff in Launchpad to Literacy Activities was crucial in supporting our most vulnerable pupils.</p>	<p>Timetabling support in was difficult. An allocated teacher/TA in each area would have benefitted the children further.</p>	<p><i>Handwriting pilot</i> £600 <i>EEF X3 members of staff</i> £2000 <i>Primary Rockstar</i> £480 <i>Accelerated Readers License – Y6 1-1</i> Lexia £1800</p>
<p>Whole school on-going CPD – Maths mastery</p> <p>Staff training on high quality feedback.???</p>	<p>B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP</p> <p>C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.</p> <p>D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p>	<p>Maths mastery didn't get off the ground. However, we utilised our time in ensuring GAT pupils were challenged.</p> <p>We used WISE maths were possible across the school and fluent in 5 supported children in retrieving facts to support them with their arithmetic test and knowledge.</p>	<p>Maths scores across the school are generally good. Maths mastery is not used in all classes at all times but some of the key concepts are shared across school.</p>	<p><i>Kirsty Paige</i> £8000 <i>Reading Scheme</i> £1400</p>

<p>C+F liaison officer employed 0.5</p> <p>Senior admin monitor attendance</p> <p>New data management system in place</p> <p>CPD</p> <p>Nurture provision 0.5 in both key stages</p> <p>Breakfast club (free)</p>	<p>E: Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions</p> <p>F: Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.</p>	<p>Parental feedback and children’s voice show how happy they are with our nurture provision. Parents are reluctant to take children elsewhere. 3 children received EHCP and funding to allow extra support in our nurture provision.</p> <p>Attendance is still below average; despite everything we have tried to do. This has impacted on academic outcomes for several PP children.</p> <p>Breakfast club is now ran in our own school, by our own staff. It is well attended and has helped to support some children who have had punctuality issues.</p>	<p>TA’s do not get the opportunity to set up/speak to staff prior to a lesson starting.</p>	
<p>SEN Team – SENCO with responsibility for behaviour, mental health and emotional well being, including SEN</p> <p>Additional EP time bought in to support pupils/ provide specific and targeted support/ interventions. – precision teaching SEN support SLA from the LA</p>	<p>D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p> <p>E: Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions</p>	<p>Several EP results have helped staff with strategies or have been part of the process to gain an EHCP.</p> <p>Dyslexia testing was supportive to all stakeholders in the summer term.</p> <p>PP progress and attainment was good in all year groups. In some cases, Y5/Y6 PP out performed non PP pupils</p>		<p>EP costs £8k</p>

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>ECAT, Launchpad to literacy training for EYFS staff.</p> <p>EYFS tool kit used for 1/1 intervention to plug gaps</p>	<p>A: Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding.</p> <p>C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.</p> <p>G: Improved % of pupils reading at home, and in school to improve outcomes</p>	<p>Children were able to move from nurture into mainstream due to this intervention.</p> <p>Staff's knowledge and understanding has strengthened due to CPD.</p> <p>100% good and 65% of lessons were outstanding.</p> <p>Successful inspection where school was judged as better than good.</p> <p>Reading outcome was above national at the expected level.</p>	<p>Nurture has been successful in ensuring that children are having their needs met.</p> <p>Launchpad will continue to run through the whole school next year.</p> <p>Reading will need to be tweaked to cover the enjoyment for reading and to ensure Accelerated Reader Programme is running effectively.</p>	<p>2 X TA £32K</p> <p>2X full time nurture staff £67K</p>

<p>Smaller class sizes in target year group(Y6) Additional support (TA's in all year groups) for immediate, same day intervention</p>	<p>B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p>	<p>Smaller groups in Y6 allowed for targeted support and intervention ensuring that results were above National in all areas. PP could be targeted particularly with 1-1 feedback in writing.</p>	<p>This will continue next year.</p>	
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupil workshops to enrich curriculum/ subject areas (enrichment time)</p> <p>Pupil trips and residential visits Nurture provision</p>	<p>E: Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions</p>	<p>Tracking systems show there are less incidents related to behaviour both at lunch and break.</p> <p>Breaktimes are more enjoyable according to pupil voice both on questionnaires and end of year reports.</p> <p>We took a record number of pupils to London/Stokesley. 5 for each residential was paid for by school.</p> <p>Only 1 X half day exclusion for the whole year.</p>	<p>Teachers in the classrooms do not track all incidents and therefore it can be difficult to build a picture of the child when it gets to stage 4</p>	<p>Family liaison officer (.6) (£20K)</p>

6. PLANNED EXPENDITURE

Academic year | 2019/20

i) QUALITY OF TEACHING FOR ALL

Desired Outcomes	Chosen action/ approach	Evidence for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A, B ,C , D</p> <p>Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding.</p>	<p>Engagement with Kirsty Page (SALT) and Launchpad to literacy document to provide further intervention and support across foundation stage</p> <p>Interventions to run alongside curriculum in Y1 and Nurture provisions</p>	<ul style="list-style-type: none"> • Early identification of need • Early implementation of intervention across the school • Embed tracking for AR across school and reading ages shared with parents with guides to what they can do at home • CPD from Kirsty Page for all staff and EYFS team on use of Launchpad to plan intervention lessons and to help identify gaps in skills • See target data sheet attached <p>(Finance Implication) Kirsty Piage £8000 TA support in EYFS £16,000</p>	<ul style="list-style-type: none"> • Ongoing CPD throughout the year for projects engaged with • Yearly MAT assessment cycle in place with termly pupil progress meetings • MAT moderation taking place half termly • SEN reviews planned termly with all staff • SEN graduated response in place • School monitoring calendar with regular book scrutiny and book sharing 	<p>CR KD CL</p>	<p>Every Half Term</p>

Rational:-

The EEF found that Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.
<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/> Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/> Research has shown that peer tutoring approaches appear to have a positive impact on learning, with an average positive effect of approximately five additional months' progress

The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf

Higher rates of in year progress, especially in KS2 for pupils eligible for PP B,C,D	<p>Smaller class sizes in Y1 and Y6 to allow for 1-1 feedback on a regular basis and more personalised curriculum to ensure all needs are met.</p> <p>~New marking policy to be followed to ensure children respond to feedback.</p> <p>CPD for all TA's on a weekly basis matched to their phase</p> <p>PD Day linked to retrieval practise (Shotton Hall research School) to support children in remembering knowledge</p> <p>Weekly support given to to teachers with planning and implementation</p> <p>Target Children tracked, regular pupil progress meetings</p>	<p>EEF Feedback suggest this has a high impact on improving attainment.</p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>Children will know individually what they need to do to improve their own work</p> <p>TA's will build up their knowledge and skills which will ultimately help to impact on the quality of teaching and learning</p> <p>In the EEF Attainment Gap 2017 report, it states that trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress</p> <p>Diagnostic Testing for all pupils (initially in Y1/2 then whole school) to push all vulnerable groups inc PP at greater depth.</p> <p>Financial Implication: Non teaching Deputy Head to support CPD £54,000 2 extra teachers Y1/Y6 £38,000 X2</p>	<p>Iris videos Classes will change due to results</p> <p>Regular Monitoring</p> <p>Timetable and need throughout the year depending upon results, audits and observations</p> <p>Trust PD Day linked to the retrieval process.</p> <p>Timetable with DH Planning Scrutiny and book looks</p> <p>Data tracking on a termly basis, book looks and Pupil progress meetings.</p>	<p>LM, SN LC</p> <p>CR RW</p> <p>CR</p> <p>RW</p> <p>CR</p> <p>RW</p>	<p>Every term</p> <p>Every half term</p> <p>Every Week</p> <p>Dec 19</p> <p>Weekly where necessary</p> <p>After every data input</p>
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Rationale: -

High Quality Feedback Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.

In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment

<https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>

<https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully> In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.

Reducing class size is demonstrated by the EEF to show increased progress at <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>

<p>C Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2. D Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.</p>	<p>Use of Timetable rock stars to pull retrieval facts through</p> <p>Whole school push on reading -whole class reading - dedication to quality texts -improved reading environment - -reading corners, displays -Free choice Friday to access range of texts at different levels based on child's interests -AR rewards based system</p> <p>Lexia in Y5/6 Emile – Whole School homework Bedrock Learning to improve Vocab Whole school on-going CPD – at all levels Staff training on high quality feedback.</p>	<ul style="list-style-type: none"> • Maths and lit lead and EYFS to engage with directors of learning • Continue to embed WISE read and Write across the school with regular training and support for staff to ensure fully implemented. • Extra TA's to support AFL and interventions • Targeted support needed for Y6/Y1 - three small classes <p>(Financial Implications) Lexia £500 Emile - £200 Bedrock Learning £700 CPD - £600 Directors of Learning Support per Year £8000</p>	<ul style="list-style-type: none"> • Ongoing CPD throughout the year for projects engaged with • Yearly MAT assessment cycle in place with termly pupil progress meetings • MAT moderation taking place half termly • School monitoring calendar with regular book scrutiny and book sharing 	<p>HT SLT DOTL</p>	
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Rationale:-

Benefits are outlined here; <https://trockstars.com/page/features>

A report conducted by Hart and Risley (2003) notes that, 'children from families on welfare heard about 616 words per hour, while those from working class families heard around 1,251 words per hour, and those from professional families heard roughly 2,153 words per hour. Thus, children from better financial circumstances had far more language exposure to draw from.' Furthermore, studies (Beck and McKeown, 2002) show that students who receive 'frequent, rich and extended' vocabulary intervention out perform their peers. (Bedrock Learning)

E SEN provision to be of a high standard where needs are met.	Children who have severed needs to be taught in a nurture provision. This will focus on meeting children's needs on a 1-1 level to attempt to close the gap between them and their peers or to support them prior to having an EHCP	<ul style="list-style-type: none"> • Case study evidence demonstrates the impact the attachment aware/emotional support on pupils • Continued use of self-regulation areas and resources to support pupils • Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress). <p>Financial Implication 3 teachers wages £37 X3 3 TA wages £16,000 X3</p>	•	DHT	Sept 18 Oct 18
Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress). https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/					

ii) TARGETED SUPPORT					
Desired Outcomes	Chosen action/ approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.	<ul style="list-style-type: none"> • C+F liaison officer employed 0.5 • Senior admin monitor attendance • CPD • Nurture provision 0.5 in all three key stages • Breakfast club (free) • Weekly assembly focussed on Attendance (Gameshow) 	<ul style="list-style-type: none"> • Impact of external attendance officer negligible so school to take on full attendance responsibility – HT and C+F liaison worker to take responsibility • Weekly targets for pupils • Attendance certificates sent out to parents' half termly for pupils below 98% • Attendance awards for pupils with attendance above 98% termly • Home visits daily for those not in school <p>Financial Implication Attendance Officer - £16,000 TA in breakfast Club £2000</p>	<ul style="list-style-type: none"> • CPD on effective attendance management • SI Partner recommended actions • % child and family workers working week focused on attendance in 2019/20 • HT to monitor attendance and impact of any actions 	RW AW MR	Every half term
Rationale:-					

Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>

<p>Improve pupil well-being and ensure they have all requirements to access learning at all times</p>	<ul style="list-style-type: none"> Daily breakfast club offered and managed by TA's Well-being/attachment aware programme to share expertise across local schools 	<ul style="list-style-type: none"> Case study evidence demonstrates the impact the attachment aware/emotional support on pupils Continued use of self-regulation areas and resources to support pupils EEF research into breakfast clubs supporting outcomes for pupils <p>(Finance Implication £1000)</p>	<p>New group of local schools established to take forward attachment aware focus and develop a regional hub of expertise</p>	<p>RW</p>	<p>Jan 20</p>
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Rationale

Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils, particularly in Year 7, that this will also be beneficial at secondary: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav>

iii) OTHER APPROACHES					
Desired Outcomes	Chosen action/ approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions	<ul style="list-style-type: none"> Pupil workshops to enrich curriculum/ subjects areas (enrichment time) Pupil trips and residential visits Nurture provision <p>To develop the outdoor are (Principal of OPAP)</p>	<ul style="list-style-type: none"> Enrichment opportunities and working on non-cognitive skills is proven to impact on learning outcomes (EEF 2013) <p>Financial Implication £20,000</p>	<ul style="list-style-type: none"> Further questionnaires and re-audit of provision Reduction in incidents on lunchtime Children ready to learn straight after break times. <p>Skills based curriculum overview for all staff/pupils in place incorporating key skills across the curriculum and within the wider enrichment opportunities</p>	RW	<p>Mar 20</p> <p>Jan 20</p>
<p>Rationale:- Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress). https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Outdoor Adventure Learning - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/ Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence</p> <p>Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills. http://www.bbc.co.uk/news/health-28703013</p>					

Total spends £362,000