



**River Beach Primary School**

**Pupil Premium Expenditure 2017-2018**

**What is the Pupil Premium Grant?**

The Pupil Premium is a grant allocated to schools in addition to the main school budget. It is awarded on the basis of the number of children eligible for Free School Meals (FSM) or who have ever been on Free School Meals in the last 6 years (FSM Ever6). The funding is seen by the Government as a way to address the current inequalities between children eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Children who are looked after face additional barriers to reaching their potential and so these children too will receive a premium.

Academic Year	Number of Primary pupils on roll	Number of pupils eligible for Pupil Premium	Percentage of pupils	No. of C.L.A. pupils	Allocated budget for Sept 17- Aug 18
<b>2017-2018</b>	<b>677</b> <i>(Sept 17-Mar 18)</i>	<b>199</b> <i>(Sept 17-Mar 18)</i>	<b>29.39%</b> <i>(Sept 17-Mar 18)</i>	<b>0</b>	<b>£ 256,471.67</b>
	<b>628</b> <i>(Apr 18–Aug 18)</i>	<b>166</b> <i>(Apr 18–Aug 18)</i>	<b>26.43%</b> <i>(Apr 18–Aug 18)</i>		

Target Area	Desired Outcomes	Summary of intervention and Actions	Review & Impact												
<b>Improving attendance of Pupil Premium Children</b>	<ul style="list-style-type: none"> <li>Reduce difference between Pupil Premium Attendance &amp; Attendance of non- Pupil Premium Pupils</li> <li>All Pupil Premium Pupils have attendance of at least 96%</li> </ul>	<ul style="list-style-type: none"> <li>Additional attendance incentives to close the gap between attendance of P.P. and non P.P. pupils including a 'star points' reward system and prizes for individual 100% attendance.</li> <li>Rewards for the whole class for the highest attendance.</li> <li>Rewards for classes to improve the number of days the whole class is in attendance.</li> <li>Proportional Costs of attendance and discussions between Pastoral Leader, Attendance Officer and DHT resulting in meetings or phone calls with parent of children whose attendance is causing concern.</li> </ul> <p>Costs: £25,203</p>	<ul style="list-style-type: none"> <li>The attendance of pupil premium children has continued to rise year on year as evidenced in the following table:</li> </ul> <table border="1" data-bbox="1610 408 2020 671"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>94.7%</td> <td>94.9%</td> <td>95.3%</td> </tr> <tr> <td>Non - PP</td> <td>96.1%</td> <td>96.1%</td> <td>96.3%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>95.3% for PP children is the highest the school has achieved.</li> <li>Consequently, the difference in attainment has also diminished from 1.4% in 2016 to 1% in 2018</li> <li>The Pastoral leader has had a huge impact and has targeted specific families with low attendance.</li> <li>Regular meetings with DHT and attendance officer have also resulted in swifter action being taken with low attending children.</li> <li>PP children make up a large percentage of the persistent absentees and this figure has fallen from 9.1% in 2017 to 8.5% in 2018</li> </ul>		2016	2017	2018	PP	94.7%	94.9%	95.3%	Non - PP	96.1%	96.1%	96.3%
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<p><b>Early Intervention</b></p>	<ul style="list-style-type: none"> <li>• Reduce difference in attainment in all subjects by the end of Year 1</li> <li>• Maintain success in Phonic test scores</li> <li>• Increased attainment of Pupil Premium pupil in Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention support T.A. employed to lead “catch up” groups in literacy and numeracy</li> <li>• Speech and language specialist teaching assistant employed</li> <li>• Additional Teaching Assistant hours to support learning</li> <li>• Keyworkers employed in Reception classes to ensure high quality support for children.</li> <li>• Proportional funding of resources and training for INSPIRE Maths</li> </ul> <p>Costs:£18,793</p>	<ul style="list-style-type: none"> <li>• Intervention support T.A. and key-workers have targeted PP children.</li> <li>• Some very specific speech and language issues have proved a barrier to learning to some children in EYFS. The S&amp;L specialist has been instrumental in overcoming these barriers.</li> <li>• Key-workers and TA intervention have focused on 1-1 reading. 73% of the YR cohort achieved the ELG compared to 70% in 2017</li> <li>• Inspire maths has had a positive impact in the % of children achieving the ELG in number and shape and space. In 2018, 90% of the children achieved the ELG compared to 81% in 2017 in number. 85% achieved the ELG in shape and space compared to 82% in 2017.</li> <li>• There is a three year trend of rising attendance of children in YR:</li> </ul> <table border="1" data-bbox="1599 890 2011 1019"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td>94.1%</td> <td>94.4%</td> <td>94.8%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• A pupil premium gap has opened up in the phonics result in year 1. This will require further investigation but more focus has been put on reading fluency and this has had a positive impact on the reading attainment. In 2018, 64% of PP children were at ARE compared to 70% of non-PP children.</li> </ul>		2016	2017	2018	YR	94.1%	94.4%	94.8%
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<p><b>Improved learning through class based interventions</b></p>	<ul style="list-style-type: none"> <li>• Increase the attainment of Pupil Premium Children in all subjects in Y2-Y6</li> <li>• Decrease difference between Pupil Premium Pupil and their peers from previous year outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants in every class to enable focus on disadvantaged pupils by T.A. and teacher</li> <li>• Cover costs to release specialist teachers to run focused interventions</li> <li>• Cover costs to release teacher to run focused intervention</li> <li>• Booster sessions provided for Y6 in preparation for KS2 Tests</li> <li>• Cost of resources</li> </ul> <p>Costs: £137,589</p>	<ul style="list-style-type: none"> <li>• Teaching assistants have a strong focus on targeting PP children during class-based interventions. PP children are clearly identified in all data documents.</li> <li>• Teachers have a thorough knowledge of the PP children in their class. A culture now exists where teachers will target these children in their afternoon interventions and during Inspire maths sessions.</li> <li>• Cover teachers have been used effectively to release teachers to carry out focused interventions.</li> <li>• Teaching assistants in Year 6 were kept on in the afternoons for booster reading sessions with identified children.</li> <li>• HT and DHT ran a focused maths group. This has a positive impact on these children as the smaller group size allowed them to make accelerated progress in tackling misconceptions.</li> <li>• Afternoon focus group ran effectively for maths children who needed support in specific areas.</li> <li>• Booster groups before school allowed specific children to be targeted in order to provide focused support in maths, reading or GPS.</li> <li>• Writing data strong in Year 6 as evidenced below:</li> </ul>
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<b>Writing</b>	2016	2017	2018
PP	21%	53%	71%
Non - PP	54%	83%	78%

**Improving reading through improved strategies and resources**

- Increase in attainment of Pupil Premium pupil in reading compared to previous year outcomes.

- Development of Accelerated Reader programme in Key Stage 2 and introduction of programme to all Year 2 pupils and more able Year 1 pupils.
- Cost of TA to allow for opening of library.
- Proportion of cost of rewards

Costs:£9,422

- Reading attainment and progress have continued to rise throughout the school. All year groups have shown increased AR data with more children reading at their reading age or beyond.
- Reading data in year 6 was very positive for PP children when compared to previous years and non-PP children. There is a 3 year trend of rising scores and diminishing differences in reading attainment:

<b>Reading</b>	2016	2017	2018
PP	34%	51%	76%
Non - PP	61%	72%	75%

- Year 2 data showed a PP gap with a high proportion of multi-group children who were PP and SEN
- In 2018 PP children out-performed non-PP children for the first time.

<p><b>Improvement in maths skills and knowledge through investment in online programme</b></p>	<ul style="list-style-type: none"> <li>Increase in attainment of Pupil Premium pupil in maths compared to previous year outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Improved skills and knowledge though additional time spent on acquiring skills through use of online programme, Mathletics at home.</li> <li>Proportional funding of resources and training for INSPIRE Maths</li> </ul> <p>Costs:£7,710</p>	<ul style="list-style-type: none"> <li>Maths attainment has continued to rise across the school.</li> <li>Inspire sessions allow all children to be targeted more effectively.</li> <li>Y2 data showed a 6% gap and PP children achieved 71% at ARE compared to 77% of non-PP children.</li> <li>Year 6 data was strong for PP children when compared with non-PP children.</li> </ul> <table border="1" data-bbox="1608 564 2018 762"> <thead> <tr> <th>Maths</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>41%</td> <td>64%</td> <td>74%</td> </tr> <tr> <td>Non - PP</td> <td>72%</td> <td>82%</td> <td>69%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Training for Inspire has focused on under-achieving children and strategies to catch children up quickly.</li> <li>Extra resources have had an immediate impact on maths progress and attainment. All classes have additional resources to allow every child to access the concrete stage of maths learning.</li> </ul>	Maths	2016	2017	2018	PP	41%	64%	74%	Non - PP	72%	82%	69%
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<p><b>Removing Barriers to Learning</b></p>	<ul style="list-style-type: none"> <li>No Pupil Premium child excluded from School</li> <li>Pupil Premium Pupils understand the importance of attendance and it's link to high outcomes</li> <li>Pupil Premium children are confident and independent</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral leader employed to enable pupils and their families to be supported through 1:1 contact and support sessions</li> <li>Proportion of costs of Pastoral leader and Inclusion leader to support pupil's social development and positive home-school links</li> <li>Subsidies for residential visits, school trips and other experiences e.g. swimming lessons</li> <li>Proportional funding of visitors/activities</li> </ul>	<ul style="list-style-type: none"> <li>There have been 0 PP exclusions this year.</li> <li>Increased families accessing school trips.</li> <li>PP results are showing an upward trend as evidenced above.</li> <li>Children are aware of how they can access support with Pastoral Leader.</li> <li>Improved efficiency in coordination</li> </ul>												

	<p>learners</p> <ul style="list-style-type: none"><li>• Raise the profile of Pupil Premium Pupils within the school</li></ul>	<p>focused on encouraging high aspirations in all pupils</p> <ul style="list-style-type: none"><li>• Proportion of salary for regular meetings between Inclusion leader /Class teachers to discuss Pupil Premium Pupils and implement effective strategies for improvement in outcomes.</li></ul> <p>Costs:£57,755</p>	<p>between multi-agencies to help children access learning.</p>
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