

1. Summary information			
School	River View Primary School		
Academic Year	2018/19	Total PP budget	£300 960
Total number of pupils	500	Number of pupils eligible for PP	232

2. Current Attainment		
	<i>Pupils eligible for PP in school</i>	<i>Pupils not eligible for PP (LA average)</i>
% achieving in reading, writing and maths	43%	67% (non pupil premium in cohort)67% * national other 2017
Progress in reading	-1.2	1.0
Progress in writing	0	1.0
Progress in maths	1.1	1.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school</i>)		
A.	The attendance of disadvantaged students is less than that of other students in school, particularly in early years.	
B.	Behaviour incidents involving disadvantaged pupils is more common than other pupils in the school	
C.	Disadvantaged students, as well as other students in school, have low levels of reading and do not often undertake wider reading	
External barriers (<i>issues which also require action outside school, such as attendance</i>)		
D.	The disadvantaged students often have low aspirations because they do not realise their own potential due to lack of life experiences when compared to other students. Aspiration is lacking and therefore a lack of educational ambition to succeed in their studies	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attendance of disadvantaged pupils to close the gap between other pupils in school	Attendance of pupil premium students to improve on 2017-18 attendance of 94.3% closing the gap to other students
B.	Improved behaviour of disadvantaged pupils to further close the gap between other pupils in school	Fewer behaviour incidents recorded for PP children on the school system to aim for all pupils to work towards the target: 75% acceptable behaviour

		No more than 15% minor sanctions No more than 5% significant sanctions
C.	Improved reading skills of disadvantaged students and higher reading engagement leading to improved reading outcomes for disadvantaged pupils	Outcomes for disadvantaged students to improve from 46% (all 56%) in 2018 Progress of disadvantaged students to improve from -1.2 (-0.3 whole cohort) in 2018 in reading
D.	Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	To be seen in the outcomes of disadvantaged students. Aspirations for future career paths are improved particularly in those moving into high school

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable the school to demonstrate how it is using pupil premium to improve pedagogy, provide targeted support and support whole school strategies.					
i. Quality teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	SEN TA employed to work with groups of children who have specific learning needs	This strategy allows children to have specifically targeted interventions if they are underachieving across the school	Start points will be measured and assessments scrutinised at each assessment cycle. The work of the TA will be quality assured by SH, lead on SEN and discussed by staff during the pupil progress meetings	AHT SH, SEN, TA	Termly
B. Improved behaviour of disadvantaged pupils to further close the gap between other pupils in school	Specialist in behaviour employed to work with specific children to improve behaviour in learning	This will allow children to have specifically targeted behaviour interventions if their behaviour is creating a barrier to theirs and	Children interviewed, incidents of behaviour will lessen over the year	CL, SH, CB	Termly

		others learning across the school			
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Level 3 teaching assistant to work in nurture group with specific children to improve attitudes to learning	This will allow socially vulnerable children to socialise and learn skills of developing social skills	Results of assessments from the children who have accessed the resource to have improved as a result	SH	SH to review after every assessment cycle and by meeting regularly with SEN TA
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	1 to 1 tuition for target children in Year 6 to catch up and keep up to national standards	Many middle ability disadvantaged children fallen behind their peers will be able to catch up and keep up following 10 sessions with an experienced teacher out of school hours	Results of targeted children	RB, CB, MD	RB to review over the 10 week period to ensure that the tuition is having a positive impact on child's results and attitude to learning
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	TAs to carry out bespoke support for children such as precision teaching and daily reading to bridge the gap between home and school	Many of our disadvantaged children do not have access to someone who they can read with at home. This bridges the gap and allows them to catch up	Results of precision teaching for target children to increase-reading age, reading speed, phonic checklist, reading PIRA score	JF	Reviewed on a 4 week basis by phase leader and results share with SLT
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	CPD for teachers- motivational speakers to raise attitudes in teachers	Improved attitude of pupils comes from the attitudes of teachers. It is vital that teachers receive motivational CPD to ensure this is filtered down to the children	Teacher questionnaire regarding impact	CB	After CPD

D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Subscriptions to: PiXL Spelling Shed IXL Times Table Rocks to improve access to learning at home for all pupils	Children are highly engaged in their learning when able to compete and use their chrome books. This allows them to improve their work in a fun way and also allows them to access at home.	KS1 and KS2 results to be an improvement on 2018 results particularly in reading and for all subjects for disadvantaged, especially prior middle attaining disadvantaged pupils	CB, RB, MD, DG, KY	At every assessment cycle, at every PiXL meeting. Results are constantly reviewed on a weekly basis
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	All pupils in KS2 to have access to a chrome book to enhance their learning	Children are more highly motivated to learn with the use of technology and the use of the chrome books allows them to be more independent learners	Children more engaged in their learning when using chrome books. Children interviewed for impact	JF	Termly
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Cooking with parents incentive to target specific PP children and their families	This will help engage parents and strengthen the link between home and school. It will also help school to educate parents on healthy choices for their children	Increased involvement from target parents. Higher % of parents attending events ie parents evening etc.	CB	Termly
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	A graduate lounge	This will give children who may not have suitable areas at home for study to access this at school	Results, improved attitude to learning from target children, children interviewed	DD, LC? RB, MD	Over the period of the graduate line

D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Revision packs for PP students in KS1 and 2	This will remove monetary barriers for disadvantaged children who may not be able to purchase the study material	KS1 and 2 SATs results- particularly for disadvantaged middle prior attainers	CB, RB, KY, PK	Termly
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	More able coordinator	This will allow the school to remain focused on more able pupils in particular disadvantaged pupils to ensure they leave the school with exceeding SATs results	Higher % of children achieving exceeding in SATs	CB,	Termly
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Speech and language TA to support children with additional S&L needs and specialist staff to deliver therapies in language resource provision	Children with speech and language needs will be able to access their work and improve their speech and understanding	LR children are able to access mainstream curriculum-see results of PIRA, PUMA, GAPS	JF, ER, AM, SH	Termly at each assessment cycle
Total budgeted cost					£129,522

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and	Parents' evenings and meetings	Improved parental involvement. Rewards for children who bring their parents in to school will	% of parents attending parents evening increased	CB	Termly

accelerate progress so they can attain well		improve home-school links			
C. Improved reading skills of disadvantaged students and higher reading engagement leading to improved reading outcomes for disadvantaged pupils	Educational planner	Children more able to improve their reading skills and the home-school link will be improved. The planner promotes expectations in reading	Improved reading results at the end of each key stage	DG, CB, CR	Each assessment cycle
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Rewards	Rewards for a variety of reasons-uniform, attendance etc. will encourage children to aim high and achieve their goals	Improvements in percentage of children in correct uniform, attendance etc. will be increased	CB	Weekly
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Mini bus costs, trips	Educational trips will improve motivation, aspirations and help children to have a better understanding of the world around them through a broader curriculum	Children interviewed-increased confidence and improved attitude to learning as a result of trips. Also improved language and vocab	CB, RB	After each trip. Evaluation
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Child and family development officer	CFD officer improves home-school links and enables barriers to learning to be closed	High % of parents engaged in some or all aspects of school life and are able to make a more positive impact at home	CB, DG	Ongoing throughout the year
A Improved attendance of disadvantaged	Attendance officer	Attendance officer will track and improve	Improved attendance %	LJ, DG	Ongoing

pupils to close the gap between other pupils in school		attendance and therefore improve their access to education			
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Breakfast club for Year 6s during SATs week	This allows children to have something to eat in the morning where this may not be the case at home allowing them to be ready for their learning each day	Improved attendance, attitudes to learning and results-children's interviews	DG	Half termly
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Skills experience for Y6 leavers scheme	This will improve aspirations for all children and encourage them to aim high	Children questionnaire before and after project on self-esteem and aspirations	CB, RB Y6 team	Summer term
C. Improved reading skills of disadvantaged students and higher reading engagement leading to improved reading outcomes for disadvantaged pupils	TLRs for reading and writing leaders	This will improve the reading and writing provision for students both in terms of lessons and resources	Higher % of children achieving expected standard in reading and writing across the school and the provision for these subjects including in lessons and books is good or better	SLT, GC, CR	Ongoing, monthly
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Non-teaching assistant head teachers and phase leaders	This will allow experienced members of staff lead teams and support with planning and delivery ensuring consistency across years groups and the whole school	Teachers have a clear understanding of the different pupil groups, their starting points, targets and are able to plan consistently across each year group. Teaching and learning is graded as a	SLT, SIPs	Termly

			strong good by school 2 school and self-evaluation		
A Improved attendance of disadvantaged pupils to close the gap between other pupils in school	Data clerk	This will allow poor attendance to be challenged and improved	Improved attendance, attitudes to learning and results-children's interviews. Checked at pupil progress meetings	DG, LJ	Daily and termly checked
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Enrichment budget	This will allow for children to have a broad and balanced curriculum including foundation subjects and offering wider experiences	When interviewed, children are more engaged in their learning, behaviour is improved and children have a clearer understanding of the world around them through a broad and balanced curriculum	JF, RS	Ongoing
Total budgeted cost					£137,664

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	'culture club' for underachieving disadvantaged children from across the school with particular focus on the youngest children	This will improve vocabulary and experiences of the wider world for children who are disadvantaged	Children's results in PIRA/PUMA tests. When interviewed improved confidence and attitudes to learning	SLT	Termly
D. Improved attitude to education for disadvantaged pupils and more motivation	Parent workshops	This will improve links between home and school	Parent surveys show improved links with school	SLT	Ongoing

to aim high and accelerate progress so they can attain well					
C. Improved reading skills of disadvantaged students and higher reading engagement leading to improved reading outcomes for disadvantaged pupils	Improved resource of reading books and furniture to improve the attitudes to reading	This will allow children to access appropriately challenging reading books and encourage reading for pleasure which will impact on academic success	% of children achieving reading expected standard to increase. Progress in reading to increase	SLT	Assessment cycle
A Improved attendance of disadvantaged pupils to close the gap between other pupils in school	Attendance and behaviour reward budget for half termly rewards	Attendance rewards will promote the importance of good attendance and improve outcomes for children who have poor attendance	Rewards improve attendance and behaviour as evident from behaviour and attendance data	SJ, CL	Ongoing
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Cycling club	This will promote healthy living and improve experiences for children	Children interviewed. Fitness and understanding tracked before and cycling course	DG, EP	Over the course of the cycling course
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	Residentials	This will give children a richer experience of the world around them. They will build confidence, social skills and an improved vocabulary. Disadvantaged pupils will be able to access this opportunity	Children interview. Increased confidence and self-esteem. Positive impact on learning seen through PIRA/PUMA/GAPs results	SLT	As the residentials occur

B. Improved behaviour of disadvantaged pupils to further close the gap between other pupils in school	Art therapy to work once a week to support children with social and emotional needs	This will improve self-esteem and confidence for the children who access this resource as seen on the art therapist's reports	Reports from art therapist show improvements in self-esteem for children who access this service	SH, CL, DH	Ongoing
D. Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	ELKLAN speech and language training to support all staff in improving understanding of speech and language needs	This will allow teachers attending training to share with all other staff so everyone is able to use techniques and strategies which can enhance learning environment for all children	Speech and language report shows improvements for these children in understanding and communication is improved	AM, SH	Ongoing
Total budgeted cost					£33,774

6. Review of expenditure

Previous academic year	2017/18 Total budget: £325 616				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact (Were success criteria met, including impact on non PP where appropriate)	Lessons learned	Cost	
Teaching assistants to provide highly effective in-class support, especially for those who have social and emotional difficulties 1:1 or small group tuition	Weekly art therapist to work 1 to 1 with children who have social and emotional difficulties 1 to 1 tuition before and after school by	See art therapist analysis report Attainment and progress data shows an improvement for disadvantaged pupils in KS2 SATs. This also indicates that the investment to PiXL has been successful.	Continue with intervention Still a large gap between results for D and non D children. More focused work need to be done next year to help narrow the gap. More staff to be trained on		

Teacher and TA booster groups	experienced teachers and TAs for children to catch up and keep up with their learning	A higher percentage of pupils able to access learning at home and increased parental engagement	PIXL and more PP money spent on target children	
Teacher and TA led booster groups				
Investment in an annual subscription to IXL to improve the quality of homework	All children to be completing their homework using IXL. Time taken in staff meetings to implement		Some parents were harder to engage and we need to think about how we will get parents in Y1 involved more effectively next year. Link on the school APP to IXL	
Use of PiXL programme to diagnose and deliver specific therapies for children and groups of children				
				£191, 673

ii. Targeted support				
Desired outcome	Chose action/approach	Estimated impact (Were success criteria met, including impact on non PP where appropriate)	Lessons learned	Cost
Improved reading resources in school	Money spent on furniture for children to relax and read. Books bought to give children more choice when choosing books to read for pleasure. Each classroom given their own budget to fill their reading areas in class.	Increased % of children ARE at the end of KS2 and across the school according to teacher assessment. There is a clear upward trend over the last 3 years.	A proportion of PP budget spent to improve the reading environment has engaged children and improved the culture and attitudes to reading. A further investment needs to be made this year to maintain this and add no to this	
Attendance officer to improve attendance	Investment in take home reading books which are	Attendance 16/17 96% PP 95.6% -0.4% 17/18 95.7% PP 95.2% -0.5%		
Additional support for children with medical and behavioural needs		Overall attendance has slightly dropped this year as has the gap		

<p>Specialised teaching assistants to screen and support children with speech, language and communication difficulties especially in the Reception class</p> <p>Investment in an Additional Needs team comprising of 4 SENCOs, and Attendance Officer, Child and Family Development Officer and Team Leader</p>	<p>book banded but not reading scheme books</p> <p>Attendance officer will run rewards for good attendance such as Tuesday Chooseday, Happy Mondays, attendance reward each half term (badges and stickers), first day response</p>	<p>between pupil premium and non-pupil premium. More work needs to be done to improve attendance and narrow the gap further</p> <p>More TAs employed resulting in an improved % of children at ARE across the school. New behaviour including rewards has shown an improvement in behaviour however recording of incidents remains an issue</p> <p>Investment in SEN and sharing the workload across a bigger team would ensure more children received the correct support/interventions/access to outside agencies</p>	<p>Attendance continues to be a focus and more PP needs to be spent in different ways with a focus on PP-groups need to be set up for each class and impact of specific targets need to be measured to analysis which approaches have the biggest impact</p> <p>More staff training needed for staff on inputting behaviour incidents onto SIMs</p> <p>Due to staff leaving, maternity leaves and ill health this has had an impact on the performance of PP and the SEN team this year. Plans are in place to make this a focus for 2018/19</p>	
				£98 186

iii. Other approaches				
Desired outcome	Chose action/approach	Estimated impact (Were success criteria met, including impact on non PP where appropriate)	Lessons learned	Cost
Purchase of additional time from specialist providers	PP money spent to have increased assess to EP to enable more actions to be	More children both PP and non PP had access to support from EP mostly focused on Y4 and Y5 helping	See above	

<p>such as Educational Psychologists</p> <p>Create opportunities for children to widen their out of school experience by introducing family walks on Saturdays</p> <p>Investment in an additional sports coach focused on increasing physical activity</p> <p>Arrange a parent workshop to provide parents with practical resources to support their child's learning</p>	<p>taken for children requiring additional support</p> <p>Family walks set up by TA with a focus on recruiting disadvantaged families. Friday Club set up for off track disadvantaged Y6 pupils to improve confidence, experience, vocabulary and results</p> <p>New sports coach employed in June 2018 with plans to educate parents as well as children in leading healthy lifestyles</p> <p>Parent workshops to take place throughout the year across all year groups</p>	<p>staff to implement appropriate plans and strategies</p> <p>Family walks were very successful in engaging parents and giving children wider experiences although more parents need to be engaged in this. Friday Club improved confidence and results for pupils involved</p> <p>Sports coach to improve quality of sports provision both in school and after school making further links with the school and outside communities</p> <p>Parents feel empowered to support the learning of their child outside school and understand the importance of supporting the school in encouraging their children to aim higher</p>	<p>Family walks need to continue with a greater emphasis on disadvantaged pupils and ensuring the correct families are targeted</p> <p>Sports coach is now in place and PP money needs to be invested in engaging parents do deliver a full package of improving overall health of the school community</p> <p>Workshops were not as well coordinated and consistently carried out as they could be. This needs to continue to be a priority in the next school year. Parent voice-what would they like help in? PP parents to be the target</p>	
				£35 757

7. Additional detail

Overall there has been a great deal of work undertaken to improve outcomes for disadvantaged pupils. This remains ongoing and the school will continue to take note and make improvements from lessons learnt this year.