

1. Review of expenditure £300,960

Previous academic year	2018/19			
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 £262, 655
Improved attitude to education for disadvantaged pupils and more motivation to aim high and accelerate progress so they can attain well	<p>Level 3 teaching assistant to work in nurture group with specific children to improve attitudes to learning</p> <p>SEN TA employed to work with groups of children who have specific learning needs</p> <p>1 to 1 tuition for target children in Year 6 to catch up and keep up to national standards</p> <p>TAs to carry out bespoke support for children such as precision teaching and daily reading to bridge the gap between home and school</p> <p>CPD for teachers- motivational speakers to raise attitudes in teachers</p>	<p>See Nurture group leader report analysis. The work shows an improvement in children's confidence and children's strategies to cope socially</p> <p>SEN TA's work has allowed a large number of children to access their learning. She has focused on key gaps in development and the children have benefitted from this consistent support</p> <p>1 to 1 tuition was very successful for most children, enabling them to achieve age related expectations or above in their KS2 SATs. (See results)</p> <p>Precision teaching was extremely successful for all children, dramatically reducing the pupils who had a reading age below their</p>	<p>Continue with nurture support</p> <p>Continue</p> <p>1 to 1 support to continue but with careful thought regarding which children will most benefit this support and which adults will work best with which children</p> <p>Although the precision teaching was successful, more focus now needs to be done on approaching and improving fluency across the school</p> <p>Focus on all teachers, particularly those who may be struggling to</p>	

	<p>Subscriptions to: PiXL Spelling Shed IXL Times Table Rocks to improve access to learning at home for all pupils</p> <p>All pupils in KS2 to have access to a chrome book to enhance their learning</p> <p>Revision packs for PP students in KS1 and 2</p> <p>Skills experience for Y6 leavers scheme</p>	<p>chronological age</p> <p>Work has been done with Mike Glazebrook, a behaviour expert. This raised all staff attitudes. In-house CPD has been extremely successful; particularly in teaching and learning which has been evident in lesson observations</p> <p>Schemes will create consistency across the school and give children high expectations in their learning</p> <p>Pupils routinely use chrome book during lessons which allow access to research and other online educational programmes</p> <p>PP will have the same access and advantage as non PP children in order to prepare for tests</p> <p>Pupils are inspired</p>	<p>implement new T&L strategies</p> <p>KS2 results continued to be disappointing this year for all pupils. Teachers must ensure that the programmes are being followed thoroughly and consistently for them to have maximum effect. Early data for the Y4 times table test shows our results compare favourably with the other local schools</p> <p>Pupils are improving in self-confidence and resilience as they are encouraged to work more independently</p> <p>Children identified in pupil progress meetings and books ordered</p> <p>This was a very successful programme run for Year 6 and gave them ambitions for the future which they had never considered before. This will now be an annual feature</p>	
--	---	--	---	--

		by the world beyond primary school and what they can aspire to.	of education at River View	
--	--	---	----------------------------	--

i. Targeted support				
Desired outcome	Chose action/approach	Estimated impact (Were success criteria met, including impact on non PP where appropriate)	Lessons learned	Cost £36,429
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	Work was done with key groups of children across the year by CFST and the lead on behaviour	Behaviour has seen an improvement this year: See report on behaviour incidents including FTE and PE	
Improved reading skills of disadvantaged students and higher reading engagement leading to improved reading outcomes for disadvantaged pupils	TLRs for reading and writing leaders Improved resource of reading books and furniture to improve the attitudes to reading	Temporary TLRs given for 1 year As well as receiving a grant from a local business, £15,000 was committed to improving resources for reading; particularly reinventing the class read ensuring the best quality provision for all children	TLRs worked well to embed systems and create consistency across the school in their subjects. Reading provision is very strong with class readers for every class and a class library for all KS2 classes. Children interviewed are enjoying the change in reading lessons and reading for pleasure in improving according to pupil voice.	

i. Other approaches				
Desired outcome	Chose action/approach	Estimated impact (Were success criteria met, including impact on non PP where appropriate)	Lessons learned	Cost £1,876
Improved attendance of disadvantaged pupils to close the gap between other pupils in school				

1. Additional detail
<p>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. Although attainment in reading writing and maths has improved for pupil premium children by 7%, progress has been slower and will continue to be a key priority.</p>