

1. Summary Information					
School	Waterside Combined School				
Academic Year	2016-17	Total PP budget	£73,480	Date of most recent PP review	Autumn 2016
Total number of Pupils	179	Number of pupils eligible for PP	54	Date for next PP strategy review	February 2017

2. Attainment and Progress (previous academic year)										
Number of PP eligible pupils in	<i>Reception</i>	5	<i>Year 1</i>	6	<i>Year 2</i>	9	<i>Year 6</i>	6		
			PP eligible pupils (school)		Pupils not eligible (national)		Difference			
% achieving a Good Level of Development (Reception)			60%		72%		-12%			
% achieving expected standard in phonics screening check (Year 1)			67%		83%		-16%			
% achieving KS1 age related expectations (Year 2) in:			Reading		33%		78%		-45%	
			Writing		0%		70%		-70%	
			Maths		11%		77%		-69%	
% achieving KS2 age related expectations (Year 6) in:			Reading		67		71%		-4%	
			Writing		50%		79%		-29%	
			Maths		50%		75%		-25%	
Value Added score average in:			Reading		-0.3		0 (Nat. all pupils)		-0.3	
			Writing		-1.8		0 (Nat. all pupils)		-1.8	
			Maths		-1.7		0 (Nat. all pupils)		-1.7	

3. Barriers to future attainment for PP eligible pupils
In school barriers to be addressed
There is a significant cross-over between pupils known to be eligible for Pupil Premium and pupils identified as having SEND
Some pupils eligible for Pupil Premium have difficulties with self-esteem, resilience and confidence
Poor emotional health impacts on the behaviour of some children eligible for Pupil Premium. This is reflected in exclusion data.
A significant number of pupils eligible for Pupil Premium begin school with low starting points
External barriers
Attendance is lower for disadvantaged pupils overall compared with their peers.
Pressure on families can make it difficult for some parents to engage fully with their children's education

Unstable housing and financial pressure can lead to poorer stability and less access to quality learning experiences beyond school
Difficulties with transport can make it more difficult for some parents to bring pupils punctually to school
Child care arrangements can put pressure on some parents, and can make it more difficult to encourage punctuality and parental engagement
4. Outcomes (<i>Desired outcomes and how they will be measured</i>)
a) To improve the punctuality and attendance of targeted disadvantaged learners through additional support for parents aimed at improving organisation skills, raising the importance of punctuality and attendance as a high priority, and exploring the impact of poor punctuality / attendance on their children's wellbeing / learning. Strategies include coffee mornings, home visits, family star.
b) To develop links with families where home/ school relationships are fragile in order to encourage greater engagement and participation with learning, including home learning.
c) To continue to develop quality first inclusive teaching so that all pupils make good or better progress in their lessons, and that disadvantaged pupils are targeted for closer support and monitoring by their class teacher.
d) To identify specific gaps in learning - particularly in literacy and numeracy - for individual pupils and use available resources (including those funded through the Pupil Premium) to address these gaps and accelerate progress.
e) To improve pupils' emotional health and wellbeing in order to develop better self-esteem, resilience, confidence and learning behaviours by teaching strategies to communicate effectively, manage feelings and respond positively.
f) To ensure that pupils have access to a wider curriculum by providing funded places on school trips, access to reading materials and extracurricular activities.

5. Planned expenditure

Academic Year | 2016-17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom 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 we ensure it is implemented well?	Lead by?	When will we review implementation
<p>Teachers make suitable provision for disadvantaged pupils (including able disadvantaged) through high quality teaching and assessment for learning</p> <p>To monitor effectiveness of pupil premium outcomes and respond with appropriate action as required.</p>	<ul style="list-style-type: none"> • Teachers have list of disadvantaged pupils and have explored their barriers • Teachers note pupils on planning and specify support for target pupils including strategies for differentiation • Teachers directed to mark PP books first and ensure that they give oral feedback in the lesson • Spotlighting • Inclusion Managers 	<p>Sutton Trust research shows that disadvantaged pupils are disproportionately affected by the quality of teaching in the classroom.</p> <p>Sutton Trust research shows that high quality feedback can add up to 8 months to the progress that learners make.</p>	<p>Monitoring processes:</p> <ul style="list-style-type: none"> - Learning walks - Book scrutinies <p>Pupil voice interviews</p>	<p>LB / AK</p>	<p>Termly</p>

To improve pupils' resilience as learners and encourage a "growth mindset"	<ul style="list-style-type: none"> • 2 teachers to attend BLT "Great Learners Project" conferences and disseminate to all staff. • Teaching and learning policy to reflect changes to strategies for teaching and learning. 	Evidence published by organisations including Sutton Trust, Will Ord, Sapere, all suggest that this approach has a particularly beneficial impact on disadvantaged learners.	Displays in classrooms Monitoring processes: <ul style="list-style-type: none"> - Learning walks - Book scrutinies Pupil and parent voice Teacher and support staff voice	LB / AK / KB	Ongoing
To develop the school curriculum to ensure it is compliant with current NC, and meets the needs of all learners at Waterside To develop the consistency of approach to teaching literacy across the curriculum	<ul style="list-style-type: none"> • Purchase of Cornerstones Curriculum and Maths Hub resources, including resources and plans. • Support from BLT Strategic Lead for Literacy to implement new curriculum, develop quality of teaching and integrate literacy strategies within other subject areas. 	Sutton Trust research shows that disadvantaged pupils are disproportionately affected by the quality of teaching in the classroom. Success of other schools using these resources.	Monitoring processes: <ul style="list-style-type: none"> - Learning walks - Book scrutinies Pupil and parent voice Teacher and support staff voice Assessment data Pupil progress meetings	LB / AK	Termly
Total budgeted cost from Pupil Premium budget					£40772.71
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation

<p>To develop consistency of skills among TAs to ensure a consistent quality of support for disadvantaged learners</p>	<ul style="list-style-type: none"> • Audit of TA skills, CPD etc. • Support for TAs where appropriate • TA peer observations / mentoring • TA meetings 	<p>Oxford School Improvement research demonstrates that TA support is most effective where:</p> <ul style="list-style-type: none"> • TAs have suitable skills and training • TAs are deployed carefully, working in a targeted fashion 	<p>Monitoring processes:</p> <ul style="list-style-type: none"> - Learning walks - Book scrutinies <p>Appraisal</p>	<p>LB / AK</p>	<p>Termly</p>
<p>To narrow gaps in pupils' knowledge and understanding in literacy and numeracy through high quality targeted interventions and in-class support.</p>	<ul style="list-style-type: none"> • Annotated TA timetables • CPD • Widening Access Project • TAs employed/developed 	<p>Oxford School Improvement service and Sutton trust both indicate that high quality small group and 1:1 teaching make a significant impact on learners</p>	<p>Monitor the consistency and effectiveness of intervention strategies through observation and progress data.</p>	<p>LB / AK</p>	<p>Termly</p>

<p>To improve attendance and punctuality for targeted families</p> <p>To improve home / school relationships for targeted families to develop engagement with learning</p>	<ul style="list-style-type: none"> • Developing the role of Family Liaison Officer • Targeted support from FLO for families • Explore demand and feasibility of a breakfast club 	<p>There is a strong correlation between pupil attendance and pupil progress.</p> <p>Disadvantaged pupil attendance is lower than their peers'; this is certainly having impact on the progress made.</p>	<p>Progress and attendance monitoring data</p> <p>FLO records</p> <p>FLO appraisal</p> <p>Pupil and parent voice</p> <p>Attendance records for workshops, coffee mornings, parent afternoons, parents' evenings</p>	<p>LB / AK / LL</p>	<p>Minimum half-termly</p>
--	---	---	---	---------------------	----------------------------

Total budgeted cost from Pupil Premium budget £28267.29

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
<p>To ensure that pupils have access to wider learning opportunities beyond the classroom</p>	<ul style="list-style-type: none"> • Funding for school trips • Increase access to school library to encourage borrowing and reading (rewarded through reading raffle) • Improved ICT resources 	<p>To promote equality of access to wider learning opportunities.</p>	<p>Records of pupil attendance on school trips</p> <p>Pupil home reading records</p> <p>Monitoring pupil borrowing from library</p>	<p>LB / AK</p>	<p>Termly</p>

Total budgeted cost from Pupil Premium budget £4400.00

6. Review of Expenditure

Previous academic year | 2015-16 £82,720.00

i. Quality teaching for all

Desired outcome	Chosen action / approach	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)
<p>To increase the number of PPG pupils working at age-related expectations.</p> <p>To monitor progress of PPG pupils and to implement early intervention as required.</p>	<p>Attendance at PPG core group meetings.</p> <p>PPG lead time to monitor progress and work with pupils.</p>	<p>Some progress was made in recent years and RAISE online confirms increased average APS for disadvantaged pupils has continued from 2013 through to 2015.</p> <p>In 2016 the outcomes are not directly comparable due to changes in assessment; however, these outcomes suggest considerable issues with underachievement for PPG pupils.</p>	<p>Booster groups will be held with a number of staff members feeding in to the support: commencing 23.1.17.</p> <p>Members of SLT to monitor outcomes more closely and take appropriate action immediately. More focus needs to be placed on making sure disadvantaged pupils make the rapid progress they need to catch up. A new assessment and tracking system has been introduced in Autumn 2016 to support closer monitoring.</p>
<p>To ensure all PPG pupils make expected progress.</p> <p>To increase % of good or better teaching.</p>	<p>Teacher release time to work 1:1 with PPG pupils</p> <p>Peer observations</p> <p>CPD courses</p>	<p>The school's own tracking shows that disadvantaged pupils currently make approximately the same progress that others make. However, overall, including in Years 2 and 6, a lower percentage at the start of 2016-17 were on track to meet age-related expectations than other pupils.</p>	<p>A priority identified in the report produced following the June 2016 OFSTED inspection was for the school to improve teaching so a greater proportion of pupils, including disadvantaged pupils and pupils with lower starting points, meet age-related expectations as a minimum.</p> <p>A newly-appointed Deputy Head will focus on assessment and learning from the Spring term onwards.</p>

To support and extend pupils' maths, reading and writing skills so that more PPG pupils achieve above ARE.	Gifted and Talented group sessions in class.	Gaps have widened between the proportion of disadvantaged pupils achieving above age-related expectations in all the subjects formally assessed in end-of-key stage tests and assessments.	Targeted group work needs to be more specifically planned for in all lessons for all learners, including those pupils working above ARE and to support and extend other pupils to enable them to work at greater depth. Closer monitoring by SLT will be a focus to ensure all learners have planned time each week to work on activities with their teacher to extend their learning.
--	--	--	--

Total budgeted cost from Pupil Premium budget £ 20101.59

ii. Targeted support

Desired outcome	Chosen action / approach	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)
<p>To improve attendance and punctuality for targeted families (at least 50% of PPG pupils' attendance above 95%).</p> <p>To engage with families and improve home-school relationships to develop engagement with learning.</p>	Employment of a Family Liaison Officer	There was some improvement in attendance and punctuality of PPG pupils as the FLO built up relationships with targeted families. Class teachers or support staff were making calls home for unexplained absences but due to staff commitments in class this was not fully effective in promoting good attendance.	<p>Further action is needed for core group of three families with low attendance and/or punctuality. As there have been issues with attendance for disadvantaged pupils, it is important that the FLO is supported to have as much impact as possible From Autumn 2016. The FLO has taken responsibility for following up unexplained absences on a daily basis and the Inclusion Managers are working closely with the FLO to develop strategies to engage with other families.</p> <p>The Family Star programme is being trialled in Autumn and Spring 2017, with the intention to help families to become better organised.</p> <p>A breakfast club survey is to be undertaken in Spring 2017 to identify level of need for this provision.</p>

<p>To deliver targeted support for pupils.</p> <p>To enable support staff to plan and prepare PPG interventions.</p>	<p>Employment of support staff.</p> <p>TA non-contact time.</p>	<p>Deployment of TAs in respect of disadvantaged pupils was not clear. There was a lack of structured intervention in place and a lack of accountability.</p>	<p>Weekly annotated timetables for each TA are now being completed and show if the timetabled interventions took place and a reason if any did not happen. Outcomes are recorded if the LO of the intervention is measurable in one session. Interventions will be planned around SEN support plan targets and the impact will be regularly evaluated. A number of additional pupils, many of whom are PPG, have been added to the SEN register in December 2016. These pupils have short support plans with clear targets to help drive accelerated progress.</p> <p>Inclusion Mangers are to develop a new system of performance management for support staff in Spring 2017 to enable closer monitoring and set higher expectations.</p>
<p>To enable pupils to cope with difficult emotions and experiences.</p> <p>To develop self-awareness and resilience.</p> <p>To promote self-confidence and social interaction.</p>	<p>Individual counselling programme</p> <p>Nurture programme</p> <p>Play Therapy</p> <p>Peer mentoring</p>	<p>The individual counselling programme and play therapy ran for the Autumn 2015 and Spring 2016 terms. Pupils' outcomes measured before and after the sessions reported most had benefitted emotionally from the sessions.</p> <p>Nurture was held twice-weekly for 6 pupils in year three during Autumn 2016. Staff shortages meant that the programme could not continue. All the pupils in one class were trained in peer mentoring but issues with staffing meant the programme was not fully implemented.</p>	<p>The therapy sessions were generally valuable but also costly. There are also many other pupils who were unable to benefit from this level of emotional support. A whole school initiative would meet the school's needs in a more collaborative and cost-effective way.</p> <p>Two staff members are to be trained in developing great learners by way of the Great Learners' project. Strategies to promote resilience and self-confidence will be trialled in two classes during Spring and Summer 2017, with an intention to introduce the strategies as a whole school initiative from Autumn 2017. The impact in the two trial classes will be monitored on an on-going basis.</p>
<p>To provide support for Year Six pupils moving to secondary school.</p>	<p>Transition support.</p>	<p>Transition support was provided along with transitional days and visits.</p>	<p>Feel Good Club for year 6 girls to be held in Spring 2017 to build emotional resilience and self-esteem.</p>
<p>To provide daily reading opportunities to enable pupils to make accelerated progress.</p>	<p>Reading breakfast club</p>	<p>This initiative was proposed but due to staffing and other demands, the club did not take place.</p>	<p>Breakfast club with reading opportunities to be trialled in Spring 2017. Parents will be asked to complete a short questionnaire to identify what needs exist, with the intention being to start the club before the Easter break.</p>

<p>To improve behaviour management skills of staff.</p> <p>To reduce number of behaviour incidents at lunchtime.</p> <p>To promote positive games and cohesive play.</p>	<p>Train mid-day supervisors in better behaviour management.</p> <p>Support for MDS to organise and lead games.</p>	<p>There was a regular occurrence of lunchtime incidents throughout 2015-16, often involving the same pupils, some of which were PPG. Too many pupils repeatedly missed playtimes because of behaviour choices. MDS received some support and training to help promote better behaviour management.</p>	<p>Inclusion Managers are present on the playground every lunch-time from start of Autumn term, to model behaviour management to MDS, help children to interact positively and support resolution of issues. Success criteria will be reduction in number of incidents recorded.</p> <p>MDS to attend Behaviour Management training alongside all other staff early in Spring 2.</p> <p>More playground games will be available to all pupils with MDS facilitating children's play rather than leading.</p>
--	---	---	--

Total budgeted cost from Pupil Premium budget £ 53416.81

iii. Other approaches

Desired outcome	Chosen action / approach	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)
<p>To make available suitable resources /uniform / kit in all lessons to support PPG pupils.</p>	<p>Resources purchased</p> <p>Uniform and PE kit subsidy</p>	<p>Spare uniform and P.E. kits were available to use throughout the school year as required. Children were able to take part in all learning activities.</p>	<p>We will continue with the provision of spare P.E. kit and uniform as the benefits outweigh the relatively inexpensive cost.</p>
<p>To ensure all PPG pupils attend school trips and have opportunity to try adventurous and challenging activities.</p>	<p>Subsidy of school trips and residential visits.</p>	<p>Support to fund educational school trips, including a residential trip for Upper Key Stage Two, were available to all PPG pupils.</p>	<p>Funded daytime educational visits to be available. Cases for support with residential trips to be considered on a case-by-case basis, although funding is likely to be very limited.</p>
<p>To increase % of PPG pupils having music tuition and attending choir club.</p>	<p>Music tuition fees support.</p>	<p>Choir club was available to all pupils, including PPG children and the club was well attended. Music tuition was not made available.</p>	<p>Most classes have specialist music teacher to provide a quality curriculum; all classes now have timetabled music lessons to develop and progress skills.</p>

To increase % PPG uptake at clubs.	School clubs free for PPG pupils.	PPG pupils were encouraged to attend as many clubs as they wanted to but uptake was variable as this was down to personal choice and family commitments after school.	Commitments by teaching staff to raise attainment in curricular subjects have meant many clubs will not run in the 2016-17 academic year. Pupils in KS2 now have the choice to use the field at lunchtime for football and other games, as well as other play facilities on the playground to increase enjoyment of outside play. Those clubs which are available in 2016-17 are now free to all pupils.
Total budgeted cost from Pupil Premium budget			£ 9200

7. Additional Detail