

Academic Year	2016/17	Total number of pupils	159	Total PP budget	£79,980 77,880 deprivation 2,100 Forces 59 - PPrD 7 - PPrF
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### 1. Review of expenditure 2016-17

#### Quality of 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 (will you continue with this approach)	Cost
Improve outcomes for all pupils	Agreed marking and feedback policy implemented consistently including use of 'next steps' targets, and stamper	<b>Impact</b> <ul style="list-style-type: none"> <li>Improved outcomes in writing and maths (KS1 SATS)</li> <li>Marking consistent across school</li> <li>children can talk about the feedback they receive and how it helps them</li> </ul>	Marking policy will be reviewed in September 2017 to reflect alterations made during 16-17. Focus on high quality feedback which impacts on pupil progress will <b>continue in 17-18</b>	1200
Higher rates of progress for high ability pupils, partic for PPrD	Termly phonic screening, analysis, grouping and monitoring Purchase more phonically decodable books	<b>Impact</b> <ul style="list-style-type: none"> <li>PPrD attainment in phonics higher than cohort Year 1 phonics ALL = 76% (increase on 2016) Year 1 PPrD pupils = 78% Year 2 phonics ALL = 91% Year 2 PPrD pupils =96%</li> <li>'reading and phonics a strength of the school' (Ofsted Jan 2017)</li> <li>Children have access to phonically decodable books for school and home reading</li> </ul>	Regular monitoring and tracking of phonics progress has enabled more pupils to make rapid gains and achieve the expected standard. <b>Continue in 17-18</b>	600 2000

<p>Improve outcomes for all pupils</p> <p>Higher rates of progress for high ability pupils, partic for PPrD</p>	<p>Regular activities within and beyond the curriculum to motivate and inspire</p>	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Pupil engagement in learning enhanced by regular trips and visitors linked to curriculum learning</li> <li>• Impact evident in heightened motivation, particularly in writing and improved outcomes</li> </ul> <p>Subsidised and fully paid for trips &amp; visitors eg e-safety workshops, Chirk Castle, LEGO workshop day, Safari Park, Tudor experience day, Minecraft club</p>	<p>Access to learning and enrichment experiences enhances motivation, particularly for writing. Access to these experiences is limited for most pupils outside of school so it is necessary to continue to offer these as part of our school curriculum and ensure access for all.</p> <p><b>Continue 17-18</b></p>	<p>4000</p>
	<p>Implement strategies from 'Higher Order Thinking Skills' CPD during 2015-16.</p>	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• KS1 reading - 100% conversion rate from 'exceeding' to 'greater depth'</li> <li>• KS1 reading - increased % at Greater Depth 2017 = 24.5% (2016 = 15%)</li> </ul>	<p>Impact evident in reading comprehension.</p> <p><b>Continue for 17-18 with focus on maths problem solving to increase % at greater depth</b></p>	<p>600</p>
<p>Improve oral language and communication skills</p>	<p>Whole school Makaton training &amp; implementation</p> <p>Attain 'Makaton friendly' status</p> <p>Regular 'refresher' training for staff</p>	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• 'Makaton friendly' status attained</li> <li>• Good use of Makaton observed by Ofsted (Jan 2017)</li> <li>• Children are able to use Makaton to support communication</li> </ul>	<p>Continue embedding use of Makaton across school with regular refresher sessions for staff</p>	<p>3000</p>
<p>Social and emotional needs of pupils addressed</p>	<p>Purchase additional 'Jigsaw' resources to support delivery of PSHE &amp; SMSC. This will support all pupils to build strong social and emotional skills</p>	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Resources in place to support Jigsaw</li> <li>• Feedback from pupils overwhelmingly positive</li> <li>• Impact of Jigsaw observed by Ofsted (Jan 2017)</li> <li>• Pupils increasingly able to describe and manage their feelings and emotions alongside developing skills and attitudes for life (incl. British Values)</li> </ul>	<p>On-going use of Jigsaw in 17-18</p>	<p>700</p>

Social and emotional needs of pupils addressed	Termly training to develop staff knowledge of social and emotional issues which impact on learning so they are able to identify needs more swiftly. Enhanced training for Pupil & Family Support Manager	<b>Impact</b> <ul style="list-style-type: none"> <li>Staff awareness of social and emotional issues impacting on learning enhanced through regular training enabling them to identify and support children more swiftly</li> <li>Skills and knowledge enhanced for Pupil and Family Support Manager through regular 'Future in Mind' training so staff, pupils and families can be better supported / signposted</li> </ul>	On-going involvement 2017-18 in 'Future in Mind' training and dissemination to staff	1500
<b>Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (will you continue with this approach)	<b>Cost</b>
Improve outcomes for pupils - partic PPr and more able	Additional TA in Reception and in KS1 <ul style="list-style-type: none"> <li>enable increased feedback about learning</li> <li>reduce adult:pupil ratio</li> <li>weekly small group sessions for identified children (main focus - PPr and more able)</li> </ul>	<b>Impact</b> <ul style="list-style-type: none"> <li>improved outcomes in EYFSP, Y1 Phonics and KS1 SATs</li> <li>increased conversion rates (exceeding to greater depth) in reading and writing</li> </ul>	Targeted support for individuals and small groups has proved partially effective in raising standards. Changes made during 206-17 need to be embedded in 17-18 to demonstrate full impact. <b>Continue in 17-18</b>	12000 12000
Higher rates of progress for high ability pupils, particularly those eligible for PPrD	Additional TA (10 hrs weekly) to support 1:1 phonics and reading for identified individuals (main focus - PPr and more able)	<b>Impact</b> <ul style="list-style-type: none"> <li>PPrD attainment in phonics higher than cohort Year 1 phonics ALL = 76% (increase on 2016) Year 1 PPrD pupils = 78% Year 2 phonics ALL = 91% Year 2 PPrD pupils =96%</li> <li>'reading and phonics a strength of the school' (Ofsted Jan 2017)</li> <li>KS1 reading - increased % at Greater Depth 2017 = 24.5% (2016 = 15%)</li> <li>KS1 reading - all PPrD 'exceeding' converted to 'greater depth'</li> </ul>	Targeted support for individuals has proved effective in raising standards in phonics and reading <b>Continue in 17-18</b>	5000

Social and emotional needs of pupils addressed	'Early Bird' healthy snack at the start of the day to improve concentration and punctuality	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Feedback from staff shows that children are more settled at the start of the day and concentration is better</li> <li>Children are keen to get to school on time - punctuality for nearly all children is good</li> </ul>	Continue 17-18	1100
	Purchase annual subscription for CPOMS Meritec, set up and train staff. This will enable staff to swiftly identify and track vulnerable children.	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>All staff trained to use CPOMS Meritec so all can enter information</li> <li>Key staff are able to access all pupil information swiftly which has particularly benefited multi-agency work to support families</li> </ul>	Time saved by online secure system has enabled more time to be spent working with vulnerable children and their families Continue 17-18	1250
	Support for complex PPr families and pupils to reduce impact of issues on attendance and pupil progress	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Whole school attendance improved in 16-17</li> <li>Most families receiving support demonstrated improved outcomes</li> </ul>	A small number of families continue to need support to improve attendance Continue 17-18	9000
	Weekly small group and 1:1 sessions to address identified social and emotional needs.	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Feedback from pupils, parents and staff show positive impact of a wide range of interventions and small group work</li> </ul>	Continue 17-18	7900
	Re-launch 'Playground Buddies' programme to support vulnerable pupils at playtimes (training for new Y2 pupils)	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>New playground buddies trained</li> <li>Regular support and on-going training for playground buddies with PE lead and Pupil &amp; Family Support Worker</li> <li>Peer support available on the playground every dinner time</li> </ul>	New Y2 pupils will need to be trained fro 17-18 Continue 17-18	1500
	MDSA to support vulnerable children indoors during lunchtime	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Indoor supervision available during lunchtime so vulnerable children can access tailored support</li> </ul>	Identified pupils have benefited from access to indoor provision at lunchtime Continue 17-18	2500

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 (will you continue with this approach)	Cost
Improve rates of reading at home for all pupils, partic PPr and more able	Allocated time for Literacy Lead to train volunteer readers for targeted children Re-launch home-reading challenge with regular prizes	<b>IMPACT</b> <ul style="list-style-type: none"> <li>Children have been motivated by reading prizes which has led to an increase in home reading</li> <li>'reading is a strength of the school' (Ofsted Jan 17)</li> </ul>	Funding has been secured through Maxell for reading prizes for 2017-18 so this will continue but will not be funded by Pupil Premium Training and supervision for volunteer readers will continue 17-18.	600  1000
Improve outcomes for all pupils, parti PPrD	Pupil & Family Support Worker support for weekly Family Learning so parents feel better equipped to support their child's learning	<b>IMPACT</b> <ul style="list-style-type: none"> <li>Parents who have accessed Family Learning feel more confident in their own skills and in their ability to support their child's learning</li> </ul>	<b>Continue 17-18</b>	1000
	Twice yearly parent-teacher-pupil meetings during school day to discuss progress, targets and ways for parents to support learning at home	<b>IMPACT</b> <ul style="list-style-type: none"> <li>99% of parents say that they are well informed about how their child is getting on and their next steps (parent questionnaire)</li> <li>Outcomes for KS1, phonics and EYFS improved 2017</li> </ul>	<b>Continue 17-18</b>	2400
Increased attendance and punctuality rates	Pupil & Family Support Manager support for pupils with low attendance / poor punctuality 'Spotlight' project run termly to work with targeted families Termly attendance panels Payment for Breakfast Club for identified children	<b>IMPACT</b> <ul style="list-style-type: none"> <li>Whole school attendance improved in 16-17</li> <li>Most families receiving support demonstrated improved attendance</li> </ul>	A small number of families continue to need support to improve attendance School procedures for poor attendance to be reviewed (17-18) to explore ways to improve attendance for persistently poor attendees. <b>Continue 17-18</b>	2250  3000 BClub

Other approaches - Forces Children				
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 (will you continue with this approach)	Cost
To ensure new pupils settle swiftly and receive support as appropriate	Pupil & Family Support worker for transitional children to support settling in to new school	<p><b>IMPACT</b></p> <ul style="list-style-type: none"> <li>Forces children joining the school settled quickly</li> </ul> <p>A number of forces children moved on to new schools during 16-17. Pupil &amp; Family Support Worker supported these children with transition activities and memory books. Feedback from parents was very positive.</p>	Forces children continue to leave and join the school <b>Continue 17-18</b>	1000
Enable regular contact for pupils when a parent is serving away from home in the armed forces	1:1 with Pupil & Family Support Worker when a parent is posted.	<b>No parents posted during 16-17</b>	<b>Continue 17-18</b>	800
Support children who have a parent serving in the armed forces	Weekly 'Reading Force' group with teaching assistant	<p><b>IMPACT</b></p> <ul style="list-style-type: none"> <li>Feedback from children was positive and they enjoyed additional time in a small group</li> </ul>	Transition of forces children during the school year suggests a more individualised approach may work better. <b>Continue 17-18 but explore smaller groups or 1:1</b>	500