



**Villa Real School**  
*together we achieve*

## Pupil Premium Plan

2022 - 2023

1. Pupil premium strategy statement: Villa Real					
School	Villa Real				
Academic Year	2022 - 2023	Total PP budget	£63,417	Date of most recent PP Review	March 2022
Total number of pupils	104	Number of pupils eligible for PP	54	Date for next internal review of this strategy	October 2022

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing and maths	0	
% making at least 2 levels of progress in reading	0	
% making at least 2 levels of progress in writing	0	
% making at least 2 levels of progress in maths	0	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor comprehension skills
B.	Poor application of number work in real life situations
C.	Poor ability to formulate own views in foundation subjects and science
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance rates in year 6 and 7

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Comprehension skills improve for verbal and non-verbal pupils	Comprehension improves allowing more pupils to access written materials and function in society with greater confidence
<b>B.</b>	To be able to apply numeracy skills in a range of contexts	Increase in data re application off number but also greater independence observed
<b>C.</b>	To be able to utilise Sapere, blank levels and Thinking matters approaches to increase scaffolding for presenting views	All pupils able to demonstrate their views re enquiry in geography, RE and science
<b>D.</b>	To improve year 6 and 7 attendance	Year 6 and 7 attendance moves nearer current picture in the rest of the school

## 5. Planned expenditure

Academic year

2022-2023

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 of 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?
Comprehension skills improve for verbal and non-verbal pupils	Thinking Matters and Sapere	EEF demonstrated that cognitive approaches have 8-month impact on pupils	Via assessment and monitoring schedule	English co-ordinator and Communication lead	Termly
To be able to apply numeracy skills in a range of contexts	Numicon, problem solving, impact of CPD, use of board games, Education City	Maths Hub research indicates that these kinaesthetic approaches increase application	Via assessment and monitoring schedule	Numeracy Lead	

April 2022- April 2023

<p>To be able to utilise Sapere, blank levels and Thinking matters approaches to increase scaffolding for presenting views</p>	<p>Blank levels, Sapere, Thinking Matters</p>	<p>EEF demonstrated that cognitive approaches have 8 month impact on pupils</p>	<p>Via assessment and monitoring schedule</p>	<p>All teachers</p>	
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>£5458 resources</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve attendance for year 6 and 7	Targeted approach to pupil's/student's attendance. Set clear expectations about attendance to all.	Ofsted report 'Securing good attendance and tackling PA'. February 2022.	TAFs, First Contact support, EWO support, liaison with school nursing team. Detailed Attendance Action Plan. Individual Intervention plans for pupils/students.	Attendance Lead	Termly
<b>Total budgeted cost</b>					£62,135

<b>6. Review of expenditure</b>					
<b>Academic Year</b>		<b>2022 Autumn Term</b>			
<b>i. Quality of teaching for all</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> (and whether you will continue with this approach)	<b>Cost</b>	
Comprehension skills improve for verbal and non-verbal pupils	Thinking Matters and Sapere	Improved metacognition of all pupils. For some pupils there were some surprises with questioning at a much higher blank level	Need to ensure vocabulary for non-verbal pupils is extended where needed. Ensure that ACAS assessments take place in a timely fashion.		

		therefore challenge of objectives and discourse could take place. Quality of debate improved across the more able. For those who use alternative communication tools it showed that devices could be used in a greater variety of ways or vocabulary extended.	RE and scientific enquiry improved significantly.	
To be able to apply numeracy skills in a range of contexts	Numicon, problem solving, impact of CPD, use of board games, Education City	Training and extension of resources has begun to impact on the quality of the application of numeracy.	Ensure that fluency and mastery are built in on a daily session. Pupils found these approaches more accessible and progress in intervention groups increasing.	
To be able to utilise Sapere, blank levels and Thinking matters approaches to increase scaffolding for presenting views	Blank levels, Sapere, Thinking Matters	Improved metacognition of all pupils. For some pupils there were some surprises with questioning at a much higher blank level therefore challenge of objectives and discourse could take place. Quality of debate improved across the more able. For those who use alternative communication tools it showed that devices could be used in a greater variety of ways or vocabulary extended.	Need to ensure vocabulary for non-verbal pupils is extended where needed. Ensure that ACAS assessments take place in a timely fashion. RE and scientific enquiry improved significantly.	£5458 resources
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include	<b>Lessons learned</b>	<b>Cost</b>

		impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)																	
To improve attendance for year 6 and 7	Targeted approach to pupil's/student's attendance. Set clear expectations about attendance to all.	<p><b>Period: 01/09/2021 to 31/12/2021</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>% Attend</th> </tr> </thead> <tbody> <tr> <td>Year Y6</td> <td>79.1</td> </tr> <tr> <td>Year Y7</td> <td>79.2</td> </tr> <tr> <td>Totals</td> <td>79.2</td> </tr> </tbody> </table> <p><b>Period: 01/09/2022 to 31/12/2022</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>% Attend</th> </tr> </thead> <tbody> <tr> <td>Year Y6</td> <td>82.5</td> </tr> <tr> <td>Year Y7</td> <td>83.1</td> </tr> <tr> <td>Totals</td> <td>82.8</td> </tr> </tbody> </table>	Group	% Attend	Year Y6	79.1	Year Y7	79.2	Totals	79.2	Group	% Attend	Year Y6	82.5	Year Y7	83.1	Totals	82.8	Improving picture due to vigilance and personalisation of the approach. Year 6 and 7 remains target year groups.	
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