Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Villa Real
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2022
Date this statement was published	
Date on which it will be reviewed	Termly
Statement authorised by	Governors
Pupil premium lead	J.Bowe
Governor / Trustee lead	A.Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,605
Recovery premium funding allocation this academic year	£14,500
Service Children	£200
Total disadvantaged budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,305

Part A: Pupil premium strategy plan

Statement of intent of Pupil Premium Plan

Desired outcomes and how they will be measured	***Success criteria***
Improve opportunities and sequencing of writing across the curriculum	Pupils show greater range of writing opportunities
Access greater variety of environments to support humanities and measure impact via observation and subject data alongside pupil/parent voice	Greater variety of visits mapped against humanities substantive and disciplinary knowledge
Improve real life skills including relationship/social skills and measure via internal data and development of real skills	Greater evidence of awareness of safe relationships and socialisation
Improve attendance rates persistent absentees	Attendance persistent absentees improved

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?
Improved early numeracy skills and measure via Engagement Model and BSquared data	Utilise Numicon EYFS specific resources. Increase range of games utilised in teaching of mathematics. Utilise Engagement Model to assess for small steps improvement. Small group with additional Enhanced Teaching Assistant.	DFE Guidance re Engagement Model. Numicon resources highly effective for our pupils with an emphasis on manipulatives.	Pupils better prepared for National Curriculum and life skills	R.Allan/ J.Wickham	Termly basis via REAL Progress reviews and moderation of Engagement Model observations
Improve opportunities and sequencing of	Writing and thinking frames	EFF research has shown it to be highly	Pupils show improved	L.Burns	Termly basis via REAL Progress

writing across the curriculum	taught in very small group with additional Enhanced Teaching Assistant.	effective. Works well with existing Communication approaches in school. Independent SALT is a trainer. Utilise Thinking Schools training to marry work on writing frames together.	access to writing across the curriculum	R.James	reviews and work scrutiny of writing
Access greater variety of environments to support humanities and measure impact via observation and subject data /pupil voice	Visits to a wide variety of new locations	Greater variety of visits mapped against humanities skills and extending the horizons of pupils who have rarely left the home due to COVID	Pupils prepared better for the next stage of education and the world beyond school. Greater variety of visits mapped against humanities substantive and disciplinary knowledge.	J.Hall/ ANOTHER humanities lead A.Doogan	Termly basis via REAL Progress reviews

Improve real life skills including relationship/social skills and measure via internal data and development of real skills	Recovery and intervention plans to include greater opportunities for social skills and team building. Increased use of Intensive Interaction and Attention Autism. Increased PSCHE opportunities. More diverse activities re D and T.	Builds upon existing positive practice used as part of Communication Friendly status and extends the latest RHSE input.	Greater evidence of awareness of safe relationships and socialisation	All staff. N.Fitzpatrick	Termly basis via REAL Progress reviews
Increased attendance rates	Multi agency approach Attendance Action Plan has targeted areas for improvement. The Local Authority Attendance	Targeted intervention and monitoring by SMT is having a significant impact and attendances showing rapid and sustained improvement now that targeted action	Increased attendance rates	L.Burns	Multi agency approach

	Officer has been welcomed into the School on a half termly basis to support this detailed plan. Pupil Premium attendance has risen. Please Attendance Action Plan for detailed statistics	is taking place every half term. This is in spite of some children being seriously ill and on End of Life Plans. Children's attendance reflects a willingness to attend school and their enjoyment of their lessons.			

The key principles of our strategy plan are:

- Closing gaps
- Preparing pupils for next stage of education
- Preparing pupils for life

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Need for improved early numeracy skills
2	Need to improve writing across the curriculum
3	Need to access greater variety of environments to support humanities
4	Need to improve real life skills including relationship/social skills
5	Low attendance rates
6	Catch up for those pupils who have fallen behind due to the pandemic

Intended outcomes of Pupil Premium Strategy Plan

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Recovery of receptive and expressive communication skills for primary aged pupils	Primary pupils have enhanced opportunities to communicate and listen
Revisit and redraft memory and thinking skills for secondary aged pupils	Secondary pupils have enhanced opportunities to embed memory and thinking skills

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thinking School CPD	EEF states provides 8 months additional progress	1-4
P4C training	EEF states provides 8 months additional progress	1-4
NELI	DFE recommendation for impact on Literacy	2-4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise Numicon EYFS specific resources. Increase range of games utilised in teaching of mathematics. Utilise Engagement Model to assess for small steps improvement. Small group with additional Enhanced Teaching Assistant. Recovery and Intervention plans	DFE Guidance re Engagement Model. Numicon resources highly effective for our pupils with an emphasis on manipulatives.	1
Writing and thinking frames taught in very small group with	EFF research has shown it to be highly effective. Works well with existing Communication approaches in school.	2

additional Enhanced Teaching Assistant. Recovery and Intervention plans.	Independent SALT is a trainer. Utilise Thinking Schools training to marry work on writing frames together.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Visits to a wide variety of new locations	Greater variety of visits mapped against humanities skills and extending the horizons of pupils who have rarely left the home due to COVID	3,4
Recovery and intervention plans to include greater opportunities for social skills and team building. Increased use of Intensive Interaction and Attention Autism. Increased PSCHE opportunities. More diverse activities re D and T.	Builds upon existing positive practice used as part of Communication Friendly status and extends the latest RHSE input.	1-4
Multi agency approach Attendance Action Plan has targeted areas for improvement. The Local Authority Attendance Officer has been welcomed into the School on a half termly basis to support this detailed plan. Pupil Premium attendance has risen. Please Attendance Action Plan for detailed statistics	Targeted intervention and monitoring by SMT is having a significant impact and attendances showing rapid and sustained improvement now that targeted action is taking place every half term. This is in spite of some children being seriously ill and on End of Life Plans. Children's attendance reflects a willingness to attend school and their enjoyment of their lessons.	5

Total budgeted cost: £ 81,305

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please see Pupil Premium section 6 evaluation

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thinking Schools	Thinking Matters
NELI	Nuffield

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Communication aids
What was the impact of that spending on service pupil premium eligible pupils?	Helped her communicate

Further information (optional)

This document brings Pupil Premium, Recovery Premium, service Children and follows on from Covid recovery plan