



Villa Real School
together we achieve

Catch Up Plan

2016 - 2017

1. Catch Up strategy statement: Villa Real					
School	Villa Real				
Academic Year	2016-17	Total PP budget		Date of most recent Catch Up Review	17 March 2017
Total number of pupils	88	Number of pupils eligible for PP	3 (for Summer 2016), 9 (September 2016 –April 2017)	Date for next internal review of this strategy	1 st April 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% 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 Catch Up)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Improved oral language skills in EYFS and Primary classes
B.	Improved progress in numeracy in particular measures
C.	Improved progress in expressive language

External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Increased attendance rates

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved progress in numeracy in particular measures	Improve and narrow the gap with Measures in B Squared
B.	Improved progress in expressive language	Improve expressive language or PECS use through variety of role play or extended play opportunities
C.	Increased attendance rates	Attendance rates improve and gender gap closes

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 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?					
Improved progress in numeracy in particular measures	Staff training on high quality feedback. Staff training on developing numeracy and in particular measures	We want to invest some of the Catch up funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use Training Day January 2017 to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy and Numeracy plan.	Wendy Truscott and Sarah Mounsey	Jan 2017					

Improved progress in expressive language	Improve expressive language or PECS use through variety of role play or extended play opportunities	Develop and extended resources to allow improved expressive language or improved use of PECS to express feelings.	EYFS resourcing extended into Primary provision and then into KS3 re role play and use of NAS time to focus on PECS. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Primary and KS3 Team	Jan 2017
Total budgeted cost					£1,000

ii. Targeted support					
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 oral language skills in Primary classes Improved progress catch up pupils	Use ELKLAN and SCERTS to support improvements in oracy.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Class Teacher and A. Marshall EYFS lead	Jan 2017

Improved progress for catch up pupils	Weekly small group sessions in maths in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of Catch up and PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Higher level Teaching assistant (HLTA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	S. Mounsey plus numeracy team	Mar 2017
Total budgeted cost					£0 plus PP

iii. Other approaches					
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?
Increased attendance rates	Multi agency approach	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Improved attendance rates	Head Teacher	Jan 2017
Total budgeted cost					£0 plus PP

6. Review of expenditure				
Previous Academic Year				
i. 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 (and whether you will continue with this approach)	Cost
Improved progress in numeracy in particular measures	Staff training on high quality feedback. Staff training on developing numeracy and in particular measures	New Marking and Feedback Policy has been introduced and is having an impact on classroom practice as observed in Learning Walks carried out by Headteacher and Governing Body January – February 2017. Training in January 2017 on Mastery in Mathematics and NUMICON training in February 2017 have had a significant impact on classroom practice. Depth of learning and increased use of problem solving was evident on SMT and Governing Monitoring Visits January – March 2017 and March 2017 data is predicted to have improved dramatically.	Practical and visual resources such as NUMICON alongside professional dedicated training supported with monitoring and evaluation has had a significant impact on Mathematics for all pupils including the disadvantaged and higher attaining pupils.	SBM currently finalising end of year accounts.

Improved progress in expressive language	Improve expressive language or PECS use through variety of role play or extended play opportunities	Progress Data indicates that students targeted for intervention in Autumn Term in Year 2, 100% demonstrated narrowing the gap for expressive language. Additional EYFS role play has been purchased alongside additional support from EYFS Local Authority Lead. Please see Notes of Visit.	More targeted intervention will develop receptive language. This will be provided by a specialist group of staff training in ELKLAN based on accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions. (SALT and standardised testing from the Headteacher to be utilised. Recommendations from <i>Improving Literacy in Key Stage Two – Guidance Report, EEF 2017</i>)	SBM currently finalising end of year accounts.
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Improved progress for catch up pupils	Weekly small group sessions in maths in addition to standard lessons.	Training in January 2017 on Mastery in Mathematics and NUMICON training in February 2017 have had a significant impact on classroom practice. Depth of learning and increased use of problem solving was evident on SMT and Governing Monitoring Visits January – March 2017 and March 2017 data is predicted to have improved dramatically.	Practical and visual resources such as NUMICON alongside professional dedicated training supported with monitoring and evaluation has had a significant impact on Mathematics for all pupils including the disadvantaged and higher attaining pupils.	SBM currently finalising end of year accounts.
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Improved progress in numeracy in particular measures	<p>Staff training on high quality feedback.</p> <p>Staff training on developing numeracy and in particular measures</p>	<p>Training in January 2017 on Mastery in Mathematics and NUMICON training in February 2017 have had a significant impact on classroom practice. Depth of learning and increased use of problem solving was evident on SMT and Governing Monitoring Visits January – March 2017 and March 2017 data is predicted to have improved dramatically.</p>	<p>Practical and visual resources such as NUMICON alongside professional dedicated training supported with monitoring and evaluation has had a significant impact on Mathematics for all pupils including the disadvantaged and higher attaining pupils.</p>	<p>SBM currently finalising end of year accounts.</p>

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