

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	124
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Updated September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Governors
Pupil premium lead	J.Bowe
Governor / Trustee lead	Ivan Jewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,417
Recovery premium funding allocation this academic year	£14,500
Service Children	£200
Total disadvantaged budget for this academic year	£78,117

Part A: Pupil premium strategy plan

Statement of intent of Pupil Premium Plan

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Understanding of the local community and their value in to improve for verbal and non-verbal pupils	Comprehension improves allowing more pupils to access written materials and function in society with greater confidence and feel more included and valued
To be able to apply numeracy skills in a range of contexts	Increase in data re application off number but also greater independence observed in a greater range of community visits
To formulate own views in foundation subjects with increased understanding of real world application or value in the community	All pupils able to demonstrate their views re enquiry in geography, history, art, music RE, science and outdoor learning/sustainability
To improve Key Stage 3 attendance and engagement in the community	Key stage 3 attendance moves nearer current picture in the rest of the school and increased roles within the local community including Real Life Adventures

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?
<p>Understanding of the local community and their value in to improve for verbal and non-verbal pupils</p> <p>To be able to apply numeracy skills in a range of contexts</p>	<p>Number games and increased opportunities for visits in the community to shop, measure and gather data</p>	<p>During Covid pupils had limited access to the community which lead to a gap between PP and non PP which is very unusual for this school.</p> <p>Maths Hub research indicates that these kinaesthetic approaches increase application of number. EEF research indicates that kinaesthetic approaches utilising thinking skills is particularly impactful for SEND pupils</p>	<p>Via assessment and monitoring schedule</p> <p>Via assessment and monitoring schedule</p>	<p>Subject and Sustainability and Outdoor Education Leads</p> <p>Numeracy and class leads</p>	<p>Termly</p>

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<p>To formulate own views in foundation subjects with increased understanding of real world application or value in the community</p>	<p>Blank levels, Sapere, Thinking Matters and increased range of visits into the community with increased range of focus. Outdoor education lead increased range of visits. Enrichment team re introduce Duke of Edinburgh and range of Green visits.</p>	<p>Demonstrated that cognitive approaches have 8 month impact on pupils (EEF). Research into Duke of Edinburgh and past success.</p>	<p>Via assessment and monitoring schedule</p>	<p>All teachers and Enrichment Team/Outdoor Education lead</p>	<p>Termly</p>
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To improve Key Stage 3 attendance and engagement in the community	Targeted approach to pupil's/student's attendance. Set clear expectations about attendance to all. Increased number of visits.	Ofsted report 'Securing good attendance and tackling PA'. February 2023	TAFs, First Contact support, EWO support, liaison with school nursing team. Detailed Attendance Action Plan. Individual Intervention plans for pupils/students.	Attendance Lead	Termly
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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 application numeracy skills in a range of settings
2	Need to improve understanding of the real world beyond school and hold views about it
3	Need to access greater variety of environments to support humanities understanding and application beyond school e.g. fieldwork, sustainability
4	Need to improve real life skills including relationship/social skills
5	Low attendance rates in Key Stage 3

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 in a range of settings	Primary pupils have enhanced opportunities to communicate and listen
Revisit and redraft memory and thinking skills for secondary aged pupils in a range of settings	Secondary pupils have enhanced opportunities to embed memory and thinking skills
Key stage 3 attendance improved	Key stage 3 attendance in line with other key stages

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
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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
<p>Utilise Numicon EYFS specific resources. Increase range of games utilised in teaching of mathematics.</p> <p>Utilise Engagement Model to assess for small steps improvement. Small group with additional Enhanced Teaching Assistant. Recovery and Intervention plans</p>	<p>DFE Guidance re Engagement Model. Numicon resources highly effective for our pupils with an emphasis on manipulatives.</p>	2
<p>Writing and thinking frames taught in very small group with additional Enhanced Teaching Assistant. Recovery and Intervention plans.</p>	<p>EFF research has shown it to be highly 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.</p>	1

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. NELI delivered.	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: £ £78,117

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

