

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the January 2024 to 2027 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	121
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	February 2024
Date on which it will be reviewed	February 2025
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	£80,150
Recovery premium funding allocation this academic year	£35,532
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	£115,882

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>
Improve range of opportunities for outdoor education	Pupils show greater range of opportunities including Duke of Edinburgh, residentials and Wild Passport
Access greater variety of environments to support careers and work experiences and measure impact via observation and subject data alongside pupil/parent voice	Greater variety of visits mapped against careers and work experience 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?
<p>Improve range of opportunities for outdoor education</p> <p>Extension of Outdoor Education Programme</p>	<p>Embed Wild Passport into the curriculum.</p> <p>Re – introduce Duke of Edinburgh into the curriculum for the over 14s.</p> <p>More groups created regarding Wild Passport and it linked more holistically with Duke of Edinburgh.</p> <p>Duke of Edinburgh one Bronze group</p>	<p>The outdoor learning environment encourages learners to use their imagination, build cognitive skills, acquire social skills and sets the building blocks in place to develop the child holistically. Play is a skill that comes naturally to every child.</p>	<p>Pupils show greater range of opportunities including Duke of Edinburgh, residential and Wild Passport. Quality assurance methods support implementation and built into staff performance management.</p>	<p>Michelle Rutherford</p> <p>Angela Doogan</p> <p>Andrea Tickell</p> <p>Andrew Jack</p>	<p>Termly basis through QA of planning, EVOLVE, Earwig and portfolio evidence</p>

	achieved award Summer 24. This year 2 groups working towards Bronze and 1 group towards Silver.				
Access greater variety of environments to support careers and work experiences and measure impact via observation and subject data alongside pupil/parent voice including Primary Careers Project.	<p>Monthly meeting re visits and visitors ensures that subject co-ordinators have time to arrange. SMT reach out to greater variety of opportunities e.g., DAAC, Youth Village and Primary careers pilot.</p> <p>Embed volunteering opportunities and extend</p>	<p>The Benefits of Work Experience:</p> <p>Employability skills.</p> <p>Insight into the work place.</p> <p>Increases your knowledge of your chosen industry.</p> <p>Maximises your chances of finding employment.</p> <p>Improves communication skills.</p>	<p>Greater variety of visits mapped against careers and work experience substantive and disciplinary</p> <p>Quality assurance methods support implementation and built into staff performance management.</p>	S.Dawson A. Doogan	Termly basis via REAL Progress reviews and work scrutiny of writing

	<p>DAAC programme. E.g. Bread and Butter programme, Love project etc</p> <p>Increase work experiences in art and DT.</p> <p>Primary Careers project.</p>	<p>Careers:</p> <p>Research shows us that starting career-related learning early is important. Pupils start to adopt stereotypes based on gender, ethnicity and social background from an early age. Such stereotypes can go on to influence career and subject choices.</p> <p>By embedding career-related learning into their curriculum, there is the opportunity to broaden your pupils' aspirations and challenge stereotypes they may hold; this may</p>			
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		ultimately have a positive impact on their future life choices. Career-related learning in primary schools is not about setting pupils down a specific path, but ensuring they understand that there are many options open to them.			
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<p>Improve real life skills including relationship/social skills/literacy and numeracy and measure via internal data and development of real skills</p>	<p>Adapted Kidsafe and Girls group.</p> <p>Curriculum strengthened to include more life skills.</p> <p>Literacy and Numeracy assessment utilised to support interventions so skills used in community</p> <p>Use of Durham Against Crime.</p>	<p>Builds upon existing positive practice used as part of Communication Friendly status and extends the latest RHSE input.</p>	<p>Greater evidence of awareness of safe relationships and socialisation. When retested greater progress with literacy and numeracy.</p>	<p>All staff. E.Baker All teachers</p>	<p>Termly basis via REAL Progress reviews</p>
<p>Increased attendance rates</p>	<p>Multi agency approach</p> <p>Attendance Action Plan has targeted areas for improvement. The Local</p>	<p>Targeted intervention and monitoring by SMT is having a significant impact and attendances showing rapid and sustained</p>	<p>Increased attendance rates. TAFS, First Contact Support, EWO Support. Individual attendance</p>	<p>S.Dawson and key stage leaders</p>	<p>Termly</p>

	<p>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.</p> <p>Therapeutic use of Alternative provisions.</p>	<p>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.</p> <p>Following advice of Working together to improve school attendance September 2023</p>	<p>plans for pupils. Raft of scheduled letters. Attendance tracker.</p>		
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The key principles of our strategy plan are:

- Preparing pupils for next stage of education and life

Challenges

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

Challenge number	Detail of challenge
1	Improve range of opportunities for outdoor education
2	Need to access greater variety of environments to support careers and work experience
3	Need to improve real life skills including relationship/social skills/literacy/numeracy
4	Low attendance rates for those catching up on medical treatment /operations following 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
Improve range of opportunities for outdoor education	Group 1 to complete bronze award. Group 1 to complete silver award. Wild Passport embedded across the schools, led by 5 staff under the direction of Michelle Rutherford.
Access greater variety of environments to support careers and work experiences and measure impact via observation and subject data alongside pupil/parent voice	Work experience booklets evidence greater variety of opportunities for 14-19. Encompass plus 100%. New business links established. Ensure life skills promotes literacy and numeracy. Greater range of work experience and volunteering opportunities inc. extended DAAC offer.
Improve real life skills including relationship/social skills and measure via internal data and development of real skills including safety in the community through use of DAAC	Greater evidence of awareness of safe relationships and socialisation
Increased attendance rates including the use of Aps therapeutically	Increased attendance rates

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
Duke of Edinburgh £3,000	<p>The benefits of achieving a DofE Award at any level are endless. DofE is about helping students along the path to a productive and prosperous future.</p> <p>Achieving an Award will give students skills, confidence and an edge over others when they apply for college, university or a job. Leads to evidence of so called 'soft skills' developed through extra-curricular activities, such as communication, commitment, leadership and teamwork.</p> <p>It also makes a difference to other people's lives and your community, be fitter and healthier, make new friends and have memories to last a lifetime. D of E also develops character traits like confidence and resilience, that can boost their mental health and wellbeing and help them face and overcome personal challenges.</p>	1,2,3,4
Wild Passport £1,500	<p>The WILD Passport is a skill, knowledge and competency based outdoor learning curriculum and progression monitoring system. Providing a five-year curriculum, the WILD Passport has 125 Learning Outcomes split over five separate competencies to take learners from the very foundations of woodland skills right through to an advanced level. Designed as a stand-alone programme or to support existing outdoor learning approaches such as Forest Schools, the WILD Passport provides a framework for evidencing learner progression and achievement, providing justification for the provision of outdoor learning opportunities</p>	1,2
Links with businesses and volunteering	Businesses and schools working in partnership produce substantial	3

<p>opportunities increased re work experience £10,000 inc. DAAC and STEAM visits</p> <p>Staff to co-ordinate Art, DT and Science £83,500</p> <p>Science and art resources – Science re chemistry visits £1500. Art visits, textiles, 3d printers and screen printing £3000. DT £5,000 re visits and additional resources Construction £4,000</p>	<p>benefits for everybody involved: most importantly, young people's awareness and experience of the workplace. The Power of School Partnerships report 2021.</p>	
<p>Embed Primary Careers pilot</p>	<p>The new primary school careers programme is being rolled out by The Careers & Enterprise Company (CEC). The scheme will run through to 2025, backed by investment from the Department for Education.</p> <p>The programme comes as studies show children start to form ideas about their future as they start primary school. However, as early as the age of six, children can adopt limiting stereotypes based on gender, ethnicity and social background. By age nine, children can start to abandon their biggest ambitions.</p> <p>The pilot is designed to increase the awareness primary-aged children have of the world of work, raising aspirations and reducing stereotypes.</p> <p>The programme will bring learning alive by linking lessons to careers. It will also provide opportunities for pupils to meet inspiring employers so they can</p>	<p>3</p>

	explore different jobs and understand the skills they'll need for the future.	
Adapted Kidsafe and Girls group.	<p>Kidsafe UK provides schools from EYFS, Primary to Y6 with a child-friendly, preventative children's mental health and safeguarding programme that can be easily integrated with current PSHCE/ RSE provision (excluding sex education).</p> <p>It's aim is to educate children about mental health and emotional wellbeing, and empowering them to speak out to a trusted adult about anything that makes them feel sad, scared or worried. This can help break the cycles of childhood trauma. This is through child-centred, age-appropriate education that it based on over 20 years of experience and feedback from hundreds of KidSafe UK registered schools.</p> <p>It proactively educates all children age appropriately and give them the skills to understand, recognise and deal with situations which may cause them harm.</p>	3
Curriculum strengthened re real life skills	Learning life skills doesn't just build independence, it also builds social-emotional learning skills that teens need such as self-awareness, social awareness, self-management, responsible decision-making, and the tools to create and maintain relationships.	3
Introduce Curiosity programme	This programme is designed to support children who need to work 1:1 before starting the main Attention Autism 4 stage programme, are too young to be working in a group e.g. younger than 2 years old have additional	3

	severe learning difficulties and flourish in the earliest stages of attention development work, do not yet have tolerances for group working. In this way it supports our most complex.	
Attendance Action Plan supported by half termly review by Local Authority attendance officer.	Following advice of Working together to improve school attendance September 2023.	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions based on detailed assessment £5,000 including sensory items £2,000	The Newcastle Assessment of Phonological Awareness, BLANK Levels and WRAT are used to standardise scores. Extended use of Read Write Inc. including the new Nursery programme. Extended phonics and reading training using Oxford Owl and Read Write Inc. through specialist CPD days targeting staff who lead on interventions, new staff and those requiring refreshers.	3
Numeracy intervention £500	Real experiences regarding money, use of cards and basic financial understanding opportunities to prepare pupils for life beyond school.	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Multi agency approach</p> <p>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. Increase use of Aps and DAAC.</p>	<p>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. Following advice of Working together to improve school attendance September 2023. DAAC significant impact when rolled out to other schools. DAAC extended offer 2024-5. Greater use of sensory packs for pupils with engagement issues. AP s used therapeutically to improvement attendance and behaviour. PAs and those with part time offers to be monitored very closely with regular medical updates.</p>	4

Total budgeted cost: £115,882

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 2024 to 2025 academic year.

Group 1 completed bronze award. 2 new groups started and group 1 beginning to work to Silver

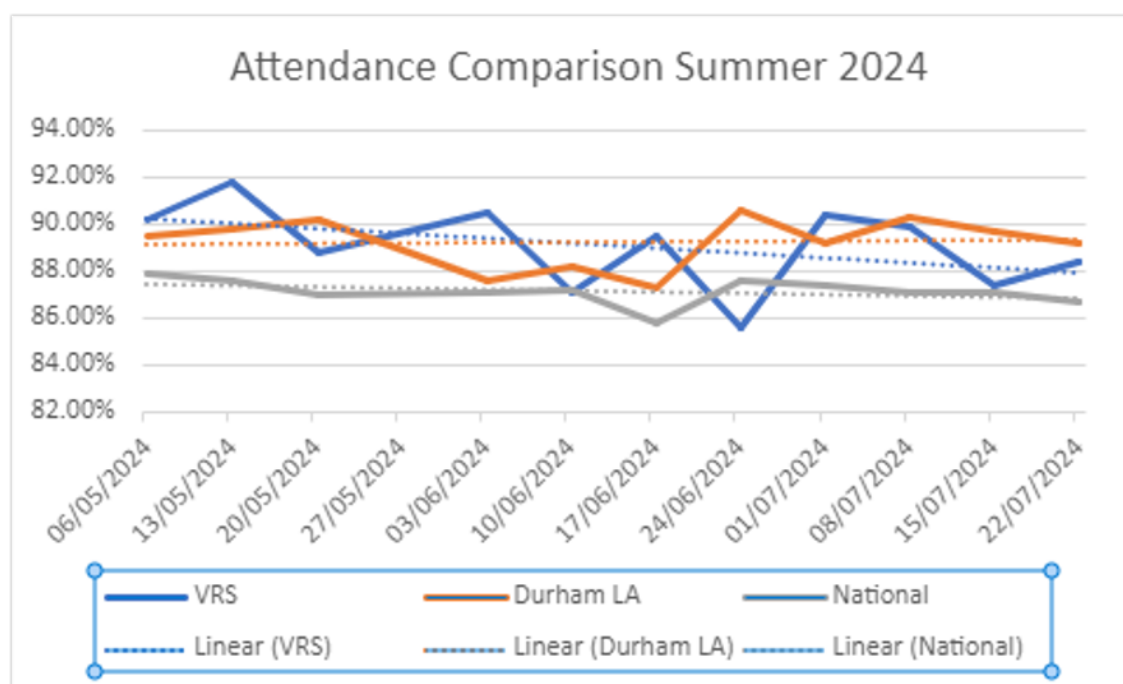
Wild Passport embedded across the school and into the curriculum offer, led by 5 staff under the direction of Michelle Rutherford.

Work experience booklets evidence greater variety of opportunities for 14-19. School using range of forensic tools re careers to fine tune beyond Compass plus as at 100%.

New business links established. Life skills promoted literacy and numeracy. Greater range of work experience and volunteering opportunities inc. extended DAAC offer.

Greater evidence of awareness of safe relationships and socialisation.

Increased attendance rates.



Summer 2024

Summer 2024 saw an outbreak of Covid in the school which affected attendance significantly. Despite this, attendance ended the year ahead of the National figures, and in line with other Durham schools. Of note was that a number of students whose attendance was of grave concern earlier in the year pulled their attendance back to end the year with over 80% attendance. Whilst this still leaves them in the Persistent Absentee group, some had been as low as 60% so this was a very strong finish for them.

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
Wild Passport	Green Man learning
Duke of Edinburgh	Duke of Edinburgh
DAAC – Durham against crime	Durham Police and youth engagement team

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 them communicate

Further information (optional)

This document brings Pupil Premium and service Children together.