



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

## Pupil Premium Plan

2017 - 2018

1. Pupil premium strategy statement: Villa Real					
School	Villa Real				
Academic Year	2017-18	Total PP budget	£42,000	Date of most recent PP Review	1 September 2017
Total number of pupils	88	Number of pupils eligible for PP	47 (53%)	Date for next internal review of this strategy	1 <sup>st</sup> January 2018

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)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Improved expressive skills in social situations for all pupils
B.	Improved progress for those pupils with complex language/communication difficulties
C.	Improved progress for pupils in writing, mark making and recording
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Increased attendance rates Access to Speech and Language therapy and access to Occupational therapy.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved expressive skills in social situations for all pupils	Upward trend in progress data measured on laSEND, VBMapping and B Squared. Observable behaviours and confidence. SALT reports.
<b>B.</b>	Improved progress for those pupils with complex language/communication difficulties	Upward trend in progress data measured on laSEND, VBMapping and B Squared. Observable behaviours and confidence. SALT reports. Standardised test results such as Vernon and WRAT.
<b>C.</b>	Improved progress for pupils in writing, mark making and recording	Upward trend in progress data measured on laSEND, VBMapping and B Squared. Work scrutiny evidence. Pupil confidence in writing/recording.
<b>D.</b>	Increased attendance rates	Attendance rates improve and gap closes.

5. Planned expenditure					
Academic year	2017/18				
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 expressive skills in social situations for all pupils Improved progress for those pupils with complex language/communication difficulties Improved progress for pupils in writing, mark making and recording	Staff training on writing and mark making.  Staff training on developing use of Clicker 7. ELKLAN team trained.  SALT training staff re individuals. Staff training on SCERTS and Read, Write Inc.	We want to invest some of the PP 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 Days September 2017 INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school monitoring programmes.	Head Teacher	Jan 2018  2 <sup>nd</sup> review 17 March 2018  3 <sup>rd</sup> review 1 <sup>st</sup> April 2018
Total budgeted cost					£15,000

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 expressive skills in social situations for all pupils	Use ELKLAN, VB Mapping and SCERTS to support improvements in range of social situations. Older pupils to have more opportunities in the community such as Alan Shearer Centre.	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.	Utilise professional training and monitor programme to identify any potential barriers to good implementation through Key Stage managers and strict monitoring programme.	Key Stage Managers	Jan 2018  2 <sup>nd</sup> review 17 March 2018  3 <sup>rd</sup> review 1 <sup>st</sup> April 2018

Improved progress for those pupils with complex language/communication difficulties	Increase in sensory and communication curriculum. Older pupils more social situations. ASC pupils more sensory experiences supported via VBMapping/SCERTS approach. CE pupils increased OT/SALT programme. Additional SALT purchased to provide bespoke programmes.	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 PODD.	Monitored for impact by Key Stage managers and SMT. SALT reports and observations will ensure targeted impact. ASC Accreditation Reports. Planning for Communication Friendly Award provides for audit and monitoring.		Mar 2018
Improve recording and mark making leading to emerging writing for small groups	Introduce training by OT and increased use laptops and Clicker 7	Sutton Trust research shows that small scale targeted interventions focussed appropriately demonstrate progress. Future Steps have been purchased additional to NHS staff to complete targeted handwriting clinics and sensory support to aid communication.	Monitor implementation through classroom observation, use of work sampling, student and parental feedback. OT specialist feedback.	Literacy Team	Termly monitoring
<b>Total budgeted cost</b>					£25,000

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 2018  2 <sup>nd</sup> review 17 March 2018  3 <sup>rd</sup> review 1 <sup>st</sup> April 2018
Improve social skills and reduce inappropriate social behaviour	Use support worker to engage with social skills groups supported by Additional Counsellor from BIG Anti Bullying.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by relevant staff of positive impact on pupil behaviours and reduction in any issues re bullying	KS5 teachers	Jan 2018  2 <sup>nd</sup> review 17 March 2018  3 <sup>rd</sup> review 1 <sup>st</sup> April 2018
Total budgeted cost					£42,000

6. Review of expenditure				
Academic Year		2017/18		
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 expressive skills in social situations for all pupils Improved progress for those pupils with complex language/communication difficulties Improved progress for pupils in writing, mark making and recording	Staff training on writing and mark making.  Staff training on developing use of Clicker 7. ELKLAN team trained.  SALT training staff re individuals. Staff training on SCERTS and Read, Write Inc.	Pupils exhibited increased confidence in a range of social situations for example: Coffee mornings, trips out, leadership meetings.  Improved communication from the most disabled has been evident and with particular impact in Early Years which was noted in recent moderation visit.  Progress in writing, mark making and recording has shown significant progress despite new more challenging targets.  Work in books triangulates this impact.	Impact of specialist SALT driving the ELKLAN team has had significant effect on inclusion and the communication agenda.  Next year, this success will be built upon in order to achieve “Communication Friendly” status.	£15,000
ii. Targeted support				
Desired outcome	Chosen action/	Estimated impact: Did you meet the success criteria? Include	Lessons learned (and whether you will continue with this	Cost



	<b>approach</b>	impact on pupils not eligible for PP, if appropriate.	approach)	
Improved expressive skills in social situations for all pupils	Use ELKLAN, VBMapping and SCERTS to support improvements in range of social situations. Older pupils to have more opportunities in the community such as Alan Shearer Centre.	<p>As per Quality of teaching for all.</p> <p>Older pupils have accessed an increased range of work experiences e.g. NISSAN, and a greater range of visits across the whole curriculum with a raising of aspirations and expectations as a result.</p> <p>VBMapping has had significant impact on progress with communication and language in all ASC classes.</p>	<p>It is important to build upon the CEIAG action plan to continue to extend access to a greater range of career opportunities alongside PSED qualifications.</p> <p>VBMapping needs to be tailored into the new connecting steps assessment that will be utilised September 2018.</p>	

Improved progress for those pupils with complex language/communication difficulties	Increase in sensory and communication curriculum. Older pupils more social situations. ASC pupils more sensory experiences supported via VBMapping/ SCERTS approach. CE pupils increased OT/SALT programme. Additional SALT purchased to provide bespoke programmes.	<p>Communication measures have developed as indicated higher in the document.</p> <p>Sensory curriculum has extended and developed an increasingly progressive offer for pupils on pathways 1 and 2.</p> <p>Greater number of pupils have achieved their short term targets as a result. With an increase of 43% this academic year.</p>	Sensory curriculum to continue to develop and extend with a range of new resources purchased.	
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Improve recording and mark making leading to emerging writing for small groups	Introduce training by OT and increased use laptops and Clicker 7	<p>Clicker 7 training received by all staff.</p> <p>Future Steps OT training and assessments had significant impact on progress.</p> <p>Greater number of pupils have achieved their short term targets as a result. With an increase of 43% this academic year.</p>	Continue to utilise Future Steps assessments due to the positive impact on planning for all levels of need resulting in increased progress.	£25,000
<b>iii. Other approaches</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>
Increased attendance rates	Multi agency approach	Only 3 bespoke meetings have occurred this year additional to pupils' personal meetings. However, impact on those Pas who are for social reasons has been significant with their attendance recovering to 100% after court referrals.	Capacity of professionals remains an issue, however, this joined up thinking has had a significant impact.	

Improve social skills and reduce inappropriate social behaviour	Use support worker to engage with social skills groups supported by Additional Counsellor from BIG Anti Bullying.	Anti-Bullying BIG Award achieved. Reduction in inappropriate social behaviour and increase in self-esteem as a result of counselling sessions.	Positive impact noted and additional anti-bullying sessions to continue.	£7,000
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