



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

## Pupil Premium Plan

2018 - 2019

1. Pupil premium strategy statement: Villa Real					
School	Villa Real				
Academic Year	2018-19	Total PP budget	£47,000	Date of most recent PP Review	September 2018
Total number of pupils	88	Number of pupils eligible for PP	47	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 100 or above in reading, writing and maths	0	
% making age appropriate progress in reading	0	
% making age appropriate progress in writing	0	
% making age appropriate 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.	Poor oral language skills due to complex needs
B.	Durham has above National levels of poverty 22.5%
C.	Poor ICT skills due to physical needs
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates are improving but many of the most complex are having major surgery e.g. heart surgery

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve progress in ICT	ICT progress data indicates significant upward trend
<b>B.</b>	To improve strategies to develop communication	Improve communication data and achieve Communication Friendly status
<b>C.</b>	To improve progress in humanities	Narrow the gap in humanities subjects between disadvantaged and non-disadvantaged pupils
<b>D.</b>	To ensure no pupil is disadvantaged because of poverty	Complete Poverty Proofing Action plan
<b>E.</b>	To improve progress in reading and promote reading for enjoyment	Improved reading rates and range of reading materials accessed

5. Planned expenditure					
Academic year	2018/19				
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?
To improve progress in ICT	Implement Switched on to ICT scheme and commission training provider to teach Entry level ICT	Preparation for future careers and raising expectations in daily life. Explicitly teach pupils how to organise and effectively manage their learning independently using ICT. (Metacognition and Self Regulated Learning .Guidance Report Education Endowment Foundation).	Data monitoring. Pupil feedback. SMT and Governor monitoring. Exam or accreditation success.	Maria Hulbert Magpie Training	Termly

<b>To improve strategies to develop communication</b>	Develop Communication Friendly Action plan	To improve expressive and receptive skills to prepare pupils for life in the community and for the next stage of education or training. (Metacognition and Self Regulated Learning .Guidance Report Education Endowment Foundation).Promote and develop metacognitive talk in classroom.	Ruth James to monitor. Communication Friendly Award assessment. Improved Communication data. Improved oral language skills observed – expressive/ receptive	Louise Burns Natalie Fitzpatrick Jane Liddle	Termly
<b>To improve progress in humanities</b>	History, Geography and RE Action plan.	Identified end of year data 2016-17 gap between PP and non PP humanities.	LA advisor (OFSTED Inspection) to review, monitor and audit alongside SMT. Governor Evaluation. Pupil Voice. Data Impact. Improved interest. EVOLVE – visits.	Jamie-Leigh Hall Angela Doogan	Termly

<b>To improve progress in reading and promote reading for enjoyment</b>	Year of Reading	Pupils made less progress in reading than writing.	Detailed Development Plan. Monitored by SMT/ Governing Body. Improved rates of reading. Improve progress in reading. Read greater variety of texts.	Louise Burns	Termly
<b>Total budgeted cost</b>					£36,000

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?
<b>To improve progress in humanities</b>	Intervention plans for PP pupils in Humanities who are not making 'good' progress '.	Identified progress gap 2016-17 in humanities subjects. Closing 2017-18 but not quickly enough.	LA advisor (OFSTED Inspection) to review, monitor and audit alongside SMT. Governor Evaluation. Pupil Voice. Data Impact. Improved interest. EVOLVE – visits.	Angela Doogan Jamie-Leigh Hall	Termly
<b>To improve more able progress in reading</b>	Intervention plans for more able PP in reading	Ensure that more able are effectively challenged	Produce collection of short stories. WRAT assessment. Survey of reading material.	Louise Burns	Termly
<b>Total budgeted cost</b>					£ 8000

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?
To ensure no pupil is disadvantaged because of poverty	North East Children audit and action plan. Staff CPD.	Durham has above National levels of poverty 22.5%. Ensure that no pupil in Villa Real is disadvantaged because of poverty.	Recommended by range of professional organisations locally and Nationally including Safeguarding First.	J Bowe	J Bowe and governing body review implementation
<b>Total budgeted cost</b>					£3,000



6. Review of expenditure				
Academic Year		2018/19		
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
To improve progress in ICT	Implement Switched on to ICT scheme and commission training provider to teach Entry level ICT	4 pupils have achieved Entry Level 1 ICT December 2018 and now progressing onto Entry Level 2.  6 pupils still working towards Entry Level 1 ICT and it is hoped will achieve by July 2019.  Switched On ICT programme has had significant impact on data and progress in Key Stage 1 and 2 for those pupils on Progression Steps.	Key Stage 3 Scheme of Work being reviewed and re-written by Magpie Training in order to prepare for Entry Level working. Magpie Training input has had positive impact with staff and pupils alike.  Switched On ICT welcomed by all staff and ongoing evaluation by ICT co-ordinator positive.	£36,000
To improve strategies to develop communication	Develop Communication Friendly Action plan	Communication Friendly status Action Plan written. 10 staff Level 3 ELKLAN training. 2 staff Level 4 ELKLAN training. Positive impact of improved use of SaLT recommendations. Improved targets setting regarding Speech and Language. Supported introduction of PODD.	SaLT programmes intrinsically linked to Golden Threads and become part of daily routines and holistic assessment processes.	

<b>To improve progress in humanities</b>	History, Geography and RE Action plan.	Action Plans written to address narrowing the gap. January Data 2019: History – non PP 38%, PP 42% Geography – non PP 37%, PP 40% RE – non PP 31%, PP 31%	Positive impact of targeted use of intervention strategies including use of visits to more proactively target skills.	
<b>To improve progress in reading and promote reading for enjoyment</b>	Year of Reading	Reader in Residence had very significant impact on encouraging reading for enjoyment. Positive impact observed by both OFSTED and Autism Accreditation Assessment. Author visits very positive impact on Literacy data.	Year of events and activities highlighted reading for enjoyment which translated positively into preparing to read in everyday life and also on reading data.	

## ii. Targeted support

<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>
<b>To improve progress in humanities</b>	Intervention plans for PP pupils in Humanities who are not making 'good' progress'.	Action Plans written to address narrowing the gap. January Data 2019: History – non PP 38%, PP 42% Geography – non PP 37%, PP 40% RE – non PP 31%, PP 31%	Positive impact of targeted use of intervention strategies including use of visits to more proactively target skills.	8,000

<b>To improve more able progress in reading</b>	Intervention plans for more able PP in reading	Reader in Residence had very significant impact on encouraging reading for enjoyment. Positive impact observed by both OFSTED and Autism Accreditation Assessment. Author visits very positive impact on Literacy data.	Year of events and activities highlighted reading for enjoyment which translated positively into preparing to read in everyday life and also on reading data.	
<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>
To ensure no pupil is disadvantaged because of poverty	North East Children audit and action plan. Staff CPD.	Whole School impact reflected in both operational and strategic planning. Policy and procedures reviewed and evaluated and changed to ensure that poverty is not a barrier for our pupils. Poverty Proofing Action Plan in place.	Very positive impact and will continue to utilise this audit tool in future.	£3,000