



Villa Real School

together we achieve

Catch Up Plan

2017- 2018

September 2017 – March 2018

1. Catch Up strategy statement: Villa Real

School	Villa Real				
Academic Year	2017-18	Total Catch up budget	£2,000	Date of most recent Catch Up Review	Sept 2017
Total number of pupils	88	Number of pupils eligible for Catch Up	4	Date for next internal review of this strategy	1 st April 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 Catch Up)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Improved expressive and receptive language skills across the school
B.	Improved progress in maths mastery

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C.	Improved progress in writing/use of technology
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Increased attendance rates (1 pupil)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress in numeracy	Improve and narrow the gap with Measures in B Squared
B.	Improved progress in writing	Improve writing by introducing a whole school approach to everyday expectations of writing
C.	Increased attendance rates	Attendance rates improve

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 progress in maths mastery	Revisit maths mastery skills during Key Stage 3/4 meetings Analysis of Scheme provided by PJ. Key stage leaders to monitor implementation and mathematics co-ordinator to monitor impact.	Although 100% of students made good or outstanding progress, steps will further improve achievement and narrow gap.	Revisit during Key Stage Meetings 2017-2018 Skills from training embedded in school feedback policy and Numeracy plan.	Pauline James Louise Burns	Jan 2018

Improved progress in expressive and receptive language	Improve expressive and receptive language using ELKLAN champions in school	Develop and extended resources to allow improved questioning in school. Implement and develop 'REAL QUESTIONS'. Purchase of outside SALT to provide reports for class staff to follow	CPD Jan 2017 Purchase of posters	Louise Burns Helen Taylor	Easter 2018
Total budgeted cost					£2000

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 behaviour using VB MAPP	Use of targeted approach based on VB MAPP	2 students are in specific ASD provision and have challenging behaviour at times. This assessment baselines verbal reasoning skills and then provides strategies to improve with the aim of improving learning and behaviour. Evidence of impact from other Special Schools.	Led by ASD class teachers, monitored regularly by SENCo and tracked using sensory curriculum pathway	Class Teachers SENCo	Easter 2018 Termly review
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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 Behaviour Action Plan	We can't improve attainment for children if they aren't attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Improved attendance rates	Head Teacher	Jan 2018
Total budgeted cost					£0 plus PP

6. Review of expenditure				
Previous Academic Year		2016/17		
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 numeracy in particular measures	in 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 end of year data improved significantly. July 2017 data – 93% of year 7 students were on above target in measures. For Maths in total 93% of year 7 students were above or on target.	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 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. In July 2017 100% of pupils in P1 were on or above their targets in expressive language.	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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ii. Targeted support				
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 oral language skills in Primary classes Improved progress catch up pupils	Use ELKLAN and SCERTS to support improvements in oracy.	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.

Improved progress for catch up pupils	Weekly small group sessions in maths in addition to standard lessons.	<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 July 2017 data improved dramatically.</p> <p>Year 7 data July 2017 100% above target in reading 100% on or above target in writing 89% above target in receptive language 100% above target on expressive language 100% on or above target in Number and Measures 89% on or above target in Geometry.</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.	SBM currently finalising end of year accounts.
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iii. Other approaches

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	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 July 2017 data has improved dramatically. 100% of y7 were on or above target for measures and number	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.

