

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	119
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	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	£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?
Improve range of opportunities for outdoor education	Embed Wild Passport into the curriculum. Re – introduce Duke of Edinburgh into the curriculum for the over 14s.	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.	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.	Michelle Rutherford Angela Doogan Andrea Tickell Andrew Jack	Termly basis through QA of planning, EVOLVE, Earwig and portfolio evidence
Access greater variety of environments to support careers and work experiences and	Monthly meeting re visits and visitors ensures that subject co-	The Benefits of Work Experience: Employability skills.	Greater variety of visits mapped against careers and work	S.Dawson A. Doogan	Termly basis via REAL Progress

<p>measure impact via observation and subject data alongside pupil/parent voice including Primary Careers Project.</p>	<p>ordinators have time to arrange. SMT reach out to greater variety of opportunities e.g., DAAC, Youth Village and Primary careers pilot.</p> <p>Primary Careers project.</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>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</p>	<p>experience substantive and disciplinary Quality assurance methods support implementation and built into staff performance management.</p>	<p>reviews and work scrutiny of writing</p>
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		<p>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 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</p>			
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		options open to them.			
Improve real life skills including relationship/social skills/literacy and numeracy and measure via internal data and development of real skills	Adapted Kldsafe and Girls group. Curriculum strengthened to include more life skills. Literacy and Numeracy assessment utilised to support interventions so skills used in community	Builds upon existing positive practice used as part of Communication Friendly status and extends the latest RHSE input.	Greater evidence of awareness of safe relationships and socialisation. When retested greater progress with literacy and numeracy.	All staff. E.Baker All teachers	Termly basis via REAL Progress reviews
Increased attendance rates	Multi agency approach Attendance Action Plan has targeted areas for improvement.	Targeted intervention and monitoring by SMT is having a significant impact and attendances showing rapid and	Increased attendance rates. TAFS, First Contact Support, EWO Support. Individual	S.Dawson and key stage leaders	Termly

	<p>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.</p> <p>Therapeutic use of Alternative provisions.</p>	<p>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.</p> <p>Following advice of Working together to improve school attendance September 2023</p>	<p>attendance 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. 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.
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	<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	<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

<p>Links with businesses increased re work experience</p>	<p>Businesses and schools working in partnership produce substantial benefits for everybody involved: most importantly, young people's awareness and experience of the workplace. The Power of School Partnerships report 2021.</p>	<p>3</p>
<p>Introduce 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 explore different jobs and understand the skills they'll need for the future.</p>	<p>3</p>
<p>Adapted Kldsafe and Girls group.</p>	<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 PSHE / RSE</p>	<p>3</p>

	<p>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>	
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	<p>This programme is designed to support children who need to work 1:1 before starting the main Attention Autism 4 stage programme,</p> <p>are too young to be working in a group e.g. younger than 2 years old</p> <p>have additional severe learning difficulties and flourish in the earliest stages of attention development work,</p>	3

	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 using	The Newcastle Assessment of Phonological Awareness, BLANK Levels and WRAT are used to standardise scores.	3
Numeracy intervention based upon DANS assessment	The Diagnostic Assessment of Numeracy Skills (DANS) is a set of multi-sensory, diagnostic tests for students who are struggling with maths. It enables teachers to determine the essential number concepts that their students have fully grasped and those concepts they have only partly understood.	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.</p> <p>Following advice of Working together to improve school attendance September 2023. DAAC significant impact when rolled out to other schools. AP s used therapeutically to improvement attendance and behaviour.</p>	<p>4</p>

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 2023 to 2024 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
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 her communicate

Further information (optional)

This document brings Pupil Premium, Recovery Premium, service Children together