Pupil premium strategy statement Discovery Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	10st October 2024
Date on which it will be reviewed	10st October 2027
Statement authorised by	L Windle
Pupil premium lead	K Meyrick / A Pleass
Governor / Trustee lead	V Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,615
Recovery premium funding allocation this academic year	Na
Total 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	£87,615

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all our pupils, regardless of their socio-economic background, is to neutral well-being and raise academic progress and attainment, irrespective of starting points. Socio-economic disadvantage is not always the primary challenge our learners face. A lack of resources, community engagement and cultural capital, however, can make living with a disability significantly more challenging, highlighting the importance of the strategy being driven by the needs and strengths of our young people.

It is essential that we consider the context of our school and the consequent challenges that our families face when deciding how to allocate our Pupil Premium funding. We must utilise the best available research to inform our judgements, incorporating insights from the Education Endowment Foundation (EEF) and collaborative work with Derby University. This evidence-based approach will guide our strategy, ensuring that the investments we make are both effective and meaningful.

Many of our young people join our academy having spent a significant amount of time out of school, been excluded or have received a reduced and restricted offer by their previous settings. This has had an impact on their sense of self, their trust in the education system and has, in some cases, left children with a deficit of social understanding and poor self-confidence when interacting with the wider world.

At the heart of our approach lies the wellbeing of our pupils. This recognition allows our learners to be in a better position to engage with their education; indeed, how a pupil feels during the point of learning is paramount. Our commitment to high-quality teaching focuses on the particular areas where disadvantaged learners require the most support. This commitment involves targeted interventions based on robust diagnostic assessments of need and aims to facilitate access to a broad and balanced curriculum, enriched by various activities throughout the school year. Such provisions ultimately contribute to addressing and enhancing any cultural capital deficits.

We intend for our young people to leave school with a robust understanding of the world they live in and a rich skill set that empowers them to take their place in the world as a valued citizen. We intend for them to have a depth of self-knowledge, a healthy sense of self-esteem and a toolkit that will keep them safe, happy and healthy enabling them to progress to further and higher education thus improving employability into adult life

Our strategy is focused on providing high quality teaching, responsive assessment and a curriculum which responds to the needs of pupils, a rich offer of interventions which meet the specific needs of our pupils and a diverse extra-curricular offer which focuses on building a sense of belonging within our new school community.

In summary

Our approach is evidence-based, informed by research from the Education Endowment Foundation (EEF) and work we have undertaken in collaboration with Leeds Met University.

Funding decisions reflect the context of our school and the challenges faced by families.

Our Why?

- Wellbeing first: Ensuring pupils feel safe and supported to engage in learning.
- High-quality teaching: Targeted support based on diagnostic assessments.
- Broad curriculum access: Enrichment activities to build cultural capital.

Our How?

- That our strategy benefits all learners, not just those eligible for free school meals.
- That we have a focus on life skills, careers guidance, and pathways to further education.
- That we reduce and prevent social isolation for our learners in their own communities.

Challenges

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

Challenge number	Detail of challenge
1	**Wellbeing** Many of our young people are joining our school after a period of time being away from an educational setting. Some students have been excluded previously and/or have spent a lot time away from their peers. This has had a significant impact on wellbeing and self-esteem. Our aim is to provide a safe, reliable and enriching offer that re-builds our young people so that they can access their true potential. We have also noted high levels of stress and anxiety within our parent and carer community. Building strong and trusting connections with them will also be key to improving wellbeing. The low self-esteem that our learners experience due to their perceived 'failure' at mainstream school can be a barrier to their learning and this barrier has to be overcome for maximum progress in learning to take place. Our learners low self-esteem and aspiration emanating from their perceived past failures and low confidence is also a barrier. **Ultimate Aim** – For families and professionals to work in co-production to enable our learners to have calm and purposeful transition into education and fulfilled continued lives in which their social anxieties are reduced and they are empowered.
2	**Literacy** As a result of being out of education / receiving a reduced educational offer many of our young people have a lack of confidence in reading and writing. Our aim is to focus on identifying and filling gaps in knowledge around phonics and then to move to build fluency. Our ultimate aim is to create learners who enjoy reading for pleasure and who can access a broad and enriching vocabulary to support creative journaling. **Ultimate Aim** – To ensure our learners appreciate a develop a love of reading and writing to ultimately give them opportunity to explore the world beyond their own.
3	**Independent Living** - Social and emotional learning and Self-Awareness Our pupils often see the world and their place in it differently to others because of, for example autism or mental health issues. It is essential that our pupils are developing skills in identifying emotions, accurate self-perception, recognise their strengths and build self-confidence and self-efficacy being visible and valued in their community. Our pupils need to be confident in a changing world and be prepared for their next steps gaining knowledge and skills that are needed to live independently. **Ultimate aim: To increase our pupils understanding of their own strengths and limitations in order to live as independently as possible.**
4	**Community Inclusion** - Cultural Capital Deficit- Social knowledge, skills and isolation. As students start to grow in confidence within our school setting we have started to venture more frequently into the local community. Being able to use their new learning in new contexts often proves challenging, especially for those who do not often go to new places with their families. **Ultimate aim – To reduce social isolation and increase confidence and positive interactions in the community**.

5	**Employment** - Academic Progress Our pupils arrive to us with a history of low attainment and often have weak language and communication skills which is a barrier to their learning. We know this from Government statistics that state: Overall Employment Among Adults with Learning Disabilities (UK & England) • England: Only 5.1% of adults with a learning disability known to their local authority are in paid employment. [gov.uk], [mencap.org.uk] • Regional variation: In Yorkshire and the Humber (which includes South Yorkshire), about 6.3% of adults with a learning disability (known to local services) are in paid jobs. **Ultimate Aim:** Our Communication Promise to our pupils allows a range of opportunities in a range of places with a range of people to contribute to achieving aspirations.

Intended outcomes

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
Wellbeing – For families and professionals to work in co-production to enable our learners to have calm and purposeful transition into education and fulfilled continued lives in which their social anxieties are reduced and they are empowered.	• To ensure our family welcome events are well attended. • To ensure our family home support to integrate pupils into the school community is successful given attendance increases. • To ensure families receive a family folder provided to support co-production. • To ensure our Family Champion member of staff has full time availability.
Literacy- To ensure our learners appreciate a develop a love of reading and writing to ultimately give them opportunity to explore the world beyond their own.	• To ensure staff are well trained to deliver Early reading. • To ensure all families are provided with packs to support reading. • To ensure families all have access to our E-Reader Platform offer. • To ensure staff receive training and apply the handy hints for happy handwriting as informed by the DFE writing framework • To ensure learners receive a journal in order to document and explore their feelings.

Independent Living - To increase our pupils understanding of their own strengths and limitations in order to live as independently as possible.	• Our AET data is forensically used to identify specific outcomes wellbeing interventions therefore our learners will be making at least expected progress in line with their school targets Staff are equipped recognise and celebrate unique gifts through the TA toolkit. Staff are able to use strategies that support pupils in their decision making through using the PATH approach. Providing support for pupils to develop strategies to self-regulate within their distress and support plans. Family voice be collected around strategies needed to positively impacted on their homelife through PATHS and family events.
Community To reduce social isolation and increase confidence and positive interactions in the community.	Pupils PP Plans and Flight paths are linked to and show the breadth of experience offered. Pupils have links to after school opportunities and their flight paths. Pupils are given opportunity to explore social situations within the community e.g. dining out, theatre trips and their own performances within the community.
Careers and lifelong learning - Our Communication Promise to our pupils allows a range of opportunities in a range of places with a range of people to contribute to achieving aspirations.	Academic data will show pupils making at least expected progress. No groups will be underperforming. Learning walks, appreciative enquiries and Lesson Observations will show that the use of 'Researched based pedagogy' is embedded through the use of The Discovery Learning Cycle. A TA toolkit is coproduced and used to enhance the induction, TA appraisals and Daily practice.

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)

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Training in the in the use of the mindfulness and wellbeing tools and links to emotional wellbeing. Including whole school subscriptions	Research from the Education Endowment Foundation (EEF) highlights the positive impact of social and emotional learning (SEL) on student outcomes, advocating for interventions that foster resilience and emotional regulation. The EEF Guide to the Pupil Premium | EEF	1,2,3,4
For families and professionals to co-produce during the school family events developing an understanding of SEND and vulnerability.	Research from the Education Endowment Foundation (EEF) indicates that effective approaches to social and emotional learning can significantly improve outcomes for students with SEND, fostering resilience and emotional understanding The EEF Guide to the Pupil Premium | EEF	1,2,3,5
CPD for Pupil premium Plans linked to all pupils flight paths and person centred curriculum overviews.	Research conducted by the Education Endowment Foundation (EEF), our training sessions will explore evidence-based strategies that optimise the impact of Pupil Premium allocations. This CPD will empower staff to implement targeted interventions, ensuring that each pupil's unique needs are addressed. The EEF Guide to the Pupil Premium | EEF	1,2,3,4,5
CPD linked to TA focused workshops use of TA's in the classroom	The Education Endowment Foundation (EEF) suggests that high quality support staff training significantly impacts pupil outcomes Effective Professional Development | EEF	1,2,5

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT interventions – Let's Verbalise	Children with poor language and literacy skills at five years have lower education achievement at seven years (Snowling et al, 2011). Children with poor speech, language and communication get fewer GCSE A-C grades than their peers. 15% achieve 5 A*-C GCSEs compared with 57% of all young people (Bercow, 2008).	1 2

Wellbeing team for personalised intervention to address significant gaps in social learning and understanding.	According to the EEF research, the use of social and emotional learning shows +4 months progress on attainment. For pupils with SEND, having the language to be able to express emotions is a constant area for development and support: Social and emotional learning | EEF (educationendowmentfoundation.org.uk) The wellbeing team provide personalised intervention for individuals and groups based on need as assessed by the class team and the wellbeing team. This varies widely across the cohort of learners in school.	1 2 4
Art and Behavioural therapy is offered from external partners	According to the EEF research, arts participation shows + 2 months progress on attainment and Collaborative learning opportunities show +5 Months progress on attainment Arts participation | EEF Collaborative learning approaches | EEF	1,2,3
Cultural Capital experiences linked to Preparation for Adulthood	Research from the Education Endowment Foundation (EEF) emphasises the importance of enriching experiences for disadvantaged pupils, enhancing their social mobility and educational outcomes. Implementing targeted interventions can foster greater engagement with cultural activities and community resources, ensuring that all students develop the necessary skills and confidence to thrive in adulthood. Getting it right for disadvantaged children – getting it right… | EEF	4,5

Girls Healthy Mind Makaton Project	Research indicates that peer support can significantly enhance emotional wellbeing among adolescents, with a study conducted by the Mental Health Foundation (2021) emphasising the importance of group interactions for emotional resilience. Furthermore, a report from the University of Cambridge (2020) highlights that structured conversations can lead to improved mental health outcomes How community benefits your mental health | Mental Health Foundation	1,2,3,4

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing intervention offer	The average impact of behaviour interventions is four additional months' progress over the course of a year. Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. - EEF Prioritise social and emotional learning to avoid "missed… | EEF	1 2 3
Use of technology within the classroom.	Workshops can cover digital skills, using educational software, and developing digital literacy, which have been shown to enhance instructional quality and student engagement (EEF reports) New EEF guidance report published: 'Using Digital Technology to… | EEF	4,5
Use of SeeSaw to communicate with our families.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.	
High quality, engaging EHCP reviews	Research from the Education Endowment Foundation (EEF) emphasises the significance of parental engagement in supporting students' mental health, suggesting that such collaboration can lead to improved outcomes. By fostering these partnerships, we aim to create a supportive environment that prioritises the emotional wellbeing of our students, enabling them to thrive both academically and socially.	1,2,3,4,5

	Parental engagement | EEF	
House events weekly to encourage a sense of belonging, challenge and team spirit	Research supports that engaging in structured extra-curricular activities can lead to improved social skills and emotional wellbeing (Journal of School Health, 2017)..	1,2,3,4,5
Empowering families through direct work with family champion.	Evidence from the Education Endowment Foundation (EEF) highlights the importance of parental engagement in developing children's emotional competencies. Such support not only promotes academic success but also contributes to the overall well-being of pupils. By fostering collaboration between schools and families, we can create a more inclusive and supportive environment Parental engagement | EEF	1,2,3

Total budgeted cost: £94,000

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Our Summary

The Pupil Premium strategy for 2024–2025 has delivered significant impact across school. Outcomes demonstrate that disadvantaged pupils achieved parity with their peers, supported by targeted interventions, high-quality teaching, and enrichment opportunities. Ofsted rated our Personal Development curriculum as 'Good' during our first inspection in June 2025.

Key Outcomes

Academic Achievement:

Math- Number
PP - 77% - 60 pupils
Non PP - 66% - 30 pupils

Math - SSM
PP - 48% - 37 Pupils
Non PP - 43% - 20 pupils

Maths - U&A

PP - 46% - 35 Pupils
Non PP - 38% -17 Pupil

English - Reading
PP - 71% - 54 Pupils
Non PP - 70% - 33 Pupils

English - Writing
PP - 68% - 51 Pupils
Non PP - 68% - 31 Pupils

English - Communication
PP - 66% - 51 Pupils
Non PP - 63% - 29 Pupils

Science

PP - 63% - 43 Pupils
Non PP - 60% - 27 Pupils

ICT
PP - 48% - 37 Pupils
Non PP - 44% - 20 Pupils

P.E
PP- 68% - 53 Pupils
Non PP - 68% - 31 Pupils

Pupil premium students out-performed non-PP in all subjects apart from writing which they were equal to peers, evidencing equity in outcomes.

Personal Development

The new life skills curriculum has had a positive impact on the students. This has been feedback from parents and students in annual reviews as the life skills curriculum has inform the preparing for adulthood pathways.

Throughout the academic year PP students have made progress towards their bespoke targets

AET areas	Percentage increase of targets achieved
Communication and interaction	16%
Social understanding and relationships	10%
Sensory, Interests, routines and information processing	24%
Emotional understanding and self-awareness	19%
Learning and engagement	32%
Healthy living	27%
Independence and community participation	33%

Successful Impact Drivers:

Inclusion and Personal Development

- Careers Interviews & Talks
- Post-16 provision visits

- Crew commitments and pupil parliament
- Engage and express activities
- Life skills trips
- Weekly Protected Characteristics Assemblies

Mental Health & Wellbeing -Students' well-being and resilience were strengthened through positive engagement through a number of strategies

- Girls Healthy Mind Makaton Project Targeted interventions
- Draw and talk- art therapy
- Cultural Celebration Days
- Crucial crews
- Calm app offer

Staff Development

- A CPD and TA Toolkit development underway to enhance classroom impact.
- Increased CPD offer through a bespoke peer coaching programme
- Mindfulness training embedded across staff team plus calm subscription.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	**Provider**
SeeSaw	SeeSaw
Little Wandle	Little Wandle Letters and Sounds
Picture News	Picture News
Calm App	CALM
Teachmate AI	Teachmate AI
Dr Frost	Dr Frost
Collins E reader	Collins