

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	92
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	31 st December 2022
Date on which it will be reviewed	31 st December 2023
Statement authorised by	L Windle
Pupil premium lead	K Meyrick
Governor / Trustee lead	D Dickinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,275
Recovery premium funding allocation this academic year	£14,548
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	NA as a new Academy
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,823

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all our pupils, regardless of their socio-economic background, to reach their full potential. 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.

Many of our young people are joining the 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.

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 as they move 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Wellbeing</p> <p>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 of 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.</p> <p>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.</p>

2	<p>Academic Progress</p> <p>As a result of being out of education / receiving a reduced educational offer many of our young people are not yet working at age related expectations. There are significant gaps around basic literacy and numeracy skills. Our aim is to focus on identifying and filling gaps in learning so that students can make accelerated and sustained progress over time.</p>
3	<p>Social Development</p> <p>Many of our young people have spent a prolonged amount of time away from their peers. Their lack of understanding of their own needs, and deficit of strategies around these needs, means that they can often find social interactions challenging and confrontational.</p>
4	<p>Behavioural Needs</p> <p>Children with a diagnosis of autism often have a range of behavioural needs due to unmet sensory needs. When unmet these needs can create barriers to learning, social development and wellbeing. It is essential that staff, pupils and their families enhance their understanding of sensory needs so that these needs do not become barriers. Our aim is to ensure, where possible, sensory needs are met so that young people can focus on their learning and thrive.</p>

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
<p>For students who did not previously access education to attend school full time and to report being happy, safe and settled in school.</p>	<p>96%+ attendance</p> <p>Positive parent voice feedback with example of engagement increasing.</p> <p>Wellbeing/PESD data will show the bottom 20% of children will make accelerated progress beyond their peers.</p>
<p>For learners to make accelerated progress towards their academic outcomes.</p>	<p>Academic data will show 80%+ of learners making at least expected progress and 30%+ of those making accelerated progress.</p> <p>No groups will be under-performing.</p> <p>To engage with speech and language for individuals to ensure their needs are met and they are ready to learn through the school phonics scheme.</p>
<p>To offer structured, safe and predictable social interactions where students can practise and develop social skills.</p>	<p>Behaviour data will report a 60% reduction in behavioural incidents for individuals.</p> <p>Students will engage with a broad peer group both in class and in during social times.</p>
<p>To provide the training, resources and time</p>	<p>To ensure high levels of engagement in EHCP paths to coproduce high aspirational expectations for learners.</p>

<p>needed to ensure sensory needs are met.</p>	<p>Students will engage with an ever-increasing broad and rich offer (both academic and extra-curricular).</p> <p>Students will experience less periods of sensory overload and, consequentially, more time in class as seen in the behavioural incidents reported.</p> <p>For families to engage in workshops to explore and increase their knowledge on addressing their child’s behaviour and unmet sensory needs.</p> <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p>Supporting children with special educational needs and disabilities NSPCC</p>
---	--

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: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils through adding additional time to teachers professional development.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. (EEF)</p>	<p>2</p>
<p>Professional development for all staff on phonics – Little Wandle</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. (EEF)</p>	<p>2</p>
<p>Purchase of numeracy based intervention programmes for</p>	<p>Use of comprehensive numeracy programmes cements the child’s conceptual understanding of both multiplication and division and the relationships between each table, using sophisticated question</p>	

example times table rockstars for students	sequencing, innovative adaptive gameplay and use of inverse operations. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	
--	--	--

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT and Occupational Health interventions – Let's Verbalise (topping up the National Tutoring Programme contribution)	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 unmet sensory needs resulting in challenging behaviour.	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

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing intervention offer - Forest School and Theraplay.	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year.</p> <p>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.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. - EEF</p>	1 2 3
Extra-curricular – lunch time clubs and after school clubs	<p>Our qualitative data showed that extra-curricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. – Social Mobility Commission An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p> <p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p>	1 3
Use of SeeSaw to communicate with our families.	<p>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.</p>	1 2
Contributions to school trips	<p>Students will access a range of out-of-school experiences throughout the year. This will enhance their understanding of the curriculum, broaden their access to social capital and promote community engagement as they prepare for adulthood.</p>	1 2 3

Total budgeted cost: £54,000