

# 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	112
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	10 <sup>st</sup> October 2024
Date on which it will be reviewed	10 <sup>st</sup> October 2025
Statement authorised by	L Windle
Pupil premium lead	K Meyrick
Governor / Trustee lead	W Carratt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,804
Recovery premium funding allocation this academic year	Na
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
<b>Total budget for this academic year</b> <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>	£71,804

# 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 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.

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><b>Wellbeing</b></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 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><b>Reading</b></p> <p>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. 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.</p>
3	<p><b>Social Development</b></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. They need additional support from their class team in order to be able to learn how to approach new friendships, set boundaries and resolve conflict.</p>
4	<p><b>Social knowledge, skills and community engagement</b></p> <p>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.</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><b>For our students to attend school full time and to report being happy, safe and settled in school.</b></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><b>For all learners to make rapid and sustained progress to close gaps in their reading knowledge.</b></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><b>To offer structured, safe and predictable social interactions where students can practise and develop social skills.</b></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><b>To provide rich and relevant community based learning through the new Life Skills curriculum.</b></p>	<p>Students will made good or better progress towards targets outlined in their EHCP.</p> <p>Student and staff voice to report increased engagement with learning off site.</p> <p>Family voice to report an increased levels of confidence and independence both at home and in the community.</p>
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## 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
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils through adding additional time to teacher's 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>Ongoing 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>The development and resourcing of a Life Skills curriculum inc. the necessary CPD, staffing and quality assurance</p>	<p>In the UK less than 10% of children with SEND go on to experience employment, in Sheffield this is closer to 3%. This dramatically impacts on quality of life. A robust and experiential Life Skills curriculum will build resilience, confidence and self-belief.</p>	<p>2 and 3</p>

## 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	<p>Children with poor language and literacy skills at five years have lower education achievement at seven years (Snowling et al, 2011).</p> <p>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).</p>	1 2
Wellbeing team for personalised intervention to address significant gaps in social learning and understanding.	<p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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.</p>	1 2 4

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing intervention offer	<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 <a href="#">An Unequal Playing Field report.pdf (publishing.service.gov.uk)</a></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>	

**Total budgeted cost: £71,000**