

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Discovery Academy
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	41 (40%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date of strategy commencement	01/09/2022 (updated)
Date this statement was published	October 2020
Date on which it will be reviewed	July 2022
Statement authorised by	Emily Hopkins-Hayes
Pupil premium lead	Tony Leigh
Governor / Trustee lead	Tiff Wall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,205
Recovery premium funding allocation this academic year	£12,314
Pupil premium funding carried forward from previous years	£19,000
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	£85,519

Part A: Pupil premium strategy plan

Statement of intent

Discovery Academy are committed to removing barriers facing disadvantaged pupils.

Our objectives are as follows:

- Raising aspirations for a successful life and career
- Improving attendance
- Giving access to leisure and wellbeing activities for social and emotional Self-regulation.
Supporting disadvantaged learners with mental health diagnoses and issues.
- Targeting lost learning during COVID disruption through QFT and interventions
- Improving Functional Literacy and Numeracy skills - Reading and Spelling ages to ensure learners can access all aspects of our curriculum.
- Foster a culture of belonging and safety for disadvantaged pupils.

At Discovery Academy, we use research to inform all of our practices, including the how to use PP funding to make maximum impact as efficiently as possible. We use the EEF tool kit to inform our teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Low aspirations for life and career
2	A Lack of access to leisure and wellbeing activities for social and emotional Self-regulation.
3	Mental health diagnoses and issues including those exacerbated by or related to COVID-19
4	Low functional literacy and numeracy skills Reading and Spelling below chronological ages meaning learners have difficulty accessing aspects of our curriculum.
5	Learners' experience of belonging and safety. Traumatic pasts leading to unsafe behaviour inside and outside of school

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.

Teaching	
Intended outcome	Success criteria
Improved pupil progress	SOLAR data will show a greater percentage of PP students making expected or better progress
Supporting our pupils to be ready for life	Careers education planning will show work with students in all years. Destinations measures will again be strong Student involvement in target setting will be increased
Increased engagement in learning and improve concentration and participation through Quality First Provision	Evidence for learning data will show improved engagement.

Targeted Academic Support	
Intended outcome	Success criteria
CPD for all staff joining the organisation focused Autism/SEMH/LAC/Trauma	Tailored CPD programme for the academic year All staff joining the organisation will access CPD trauma informed training
Access to ICT on site and remotely	Positive engagement with: GCSE Pod Mathletics IDL Improved Resources: Student Laptops and Tablets Specialist ICT Equipment An extended range of online resources to enhance learning on and off site
Improve functional literacy including reading and spelling	More PP children meet their individual targets
Improve functional numeracy	More PP children meet their individual targets
Improve engagement in the academic curriculum	Increased choice of qualifications and improved results in external qualifications for PP students
Improve progress across the curriculum	In SOLAR data PP children to achieve expected or better progress
Improve Staff CPD with a focus on curriculum sequencing and curriculum journey	The curriculum is sequenced in order to allow our most vulnerable learners to build knowledge and skills over time

Wider Strategies/Outcomes	
Intended outcome	Success criteria
Improve engagement in leisure and wellbeing activities	A variety of special interest groups to be run with equipment to be provided. Activities including lunch time clubs, music lessons other extra-curricular activities.

Improved self-regulation for social and emotional issues	<p>Clear programmes of support in place overseen by OT and SaLT</p> <p>Pastoral teams have planned interventions for key students</p> <p>Pods to be improved based on the needs of the learners and pupil voice</p>
Improve attendance	<p>Family footings support and attendance incentives based on the needs of the individual</p> <p>Dojo/Rewards used to recognise improved attendance</p> <p>Vulnerable learners panel meets regularly to discuss interventions for individuals</p> <p>Improved relationships with families for those at risk of or with persistent absenteeism.</p>
Use of alternative Provisions	All learners access education in a setting that meets their needs

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: £25,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	By raising awareness of barriers to learning, staff are better equipped to support learners in class and through targeted interventions.	2, 3, 5
Staff CPD Curriculum	Well designed and carefully sequenced curriculum will allow our most vulnerable learners build knowledge and skills over time	2, 3, 5
UQT/ Instructors gaining QTS to improve Quality First Teaching	Ensuring quality first provision by having qualified and experienced teachers in all subject areas	1, 4, 5

Forest School Level 3 Training (CPD)	Outdoor Adventure Learning LINK Physical Activity LINK Social and Emotional Learning LINK	2, 3, 5
WRAT Lead Training for Staff	Oral Language Intervention LINK Phonics Intervention LINK Phonics training for all in class support staff	4
Staff CPD: Incredible 5 PS & Zones of Regulation	Social and Emotional Learning LINK	1, 3, 5
Live Class Marking and Regular Formative assessment SOLAR and E4L progress tracking to capture academic and non-academic progress made by pupils	Feedback LINK Evidence seen through learning walks and observations documentation	1, 3, 5

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

Budgeted cost: ££25,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading on the curriculum	We have embedded reading as a daily activity in our whole school curriculum. Reading Comprehension is identified as a key factor in closing the progress and attainment gap by EEF. Please see the following LINK Oral Language Intervention LINK	4
Engaging activities in curriculum areas	Engaging activities have been used in previous years to engage learners in the curriculum. Often these activities are related to the topics delivered but have a degree of separation. This allows learners to link learning and work towards fun activities. For example: -Theatre group visits (related to core topics) - Use of VR	1, 2, 3, 5

	- Guest Speakers - PSHE Awareness groups	
Literacy intervention – To include 1:1, groups and class based activities to ensure that it is fully embedded	The EEF indicates that Phonics/Literacy intervention has significant impact in closing the gap and low costs for implementation. Please see the following LINK to EEF	4
Functional Numeracy Intervention To include 1:1, groups and class-based activities to ensure that it is fully embedded	Numeracy intervention is used for learners that have experienced lost learning or are below their expected age-related targets (national curriculum).	4
Discover-ME – Self regulation and understanding	HLTAs used to deliver Discover-Me – This is time for learners to explore their own EHCP and targets. This promotes self-regulation. Please see the following LINK to EEF	3, 4, 5
1:1 Tuition (in person or virtual)	1:1 To be used to support learners in need of additional academic and emotional support. Please see the following LINK to EEF	3, 4

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

Budgeted cost: £ 34,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted alternative provision for our most vulnerable learners	Learners accessing alternative provision will be able to continue with their education if not accessing provision at Discovery Academy. This will ensure they continue to have their individual needs met.	1, 2, 3, 4, 5
Lunch Clubs e.g. Arts, Games, Teamwork activities	Art Participation LINK	1, 2, 3, 5
Music Lessons/Therapy	Music lessons have been successful in raising aspirations and improving engagement based on personal interests being encouraged	1, 2, 3
THRIVE	Social and Emotional Learning LINK	2, 3, 5
Mindfulness	Social and Emotional Learning LINK	2, 3, 5
Raising Aspirations	Aspirational Interventions LINK	1, 3
Attendance Initiatives	All learners can access a broad yet tailored curriculum at Discovery.	1, 2, 3, 4, 5

	Attendance is key for engaging disadvantaged learners and closing the progress/attainment gap	
External Attendance Support	Warwickshire Attendance Services	3, 4, 5
Food and Cooking Lessons/Resources	Aspirational Interventions LINK	1, 2
Duke of Edinburgh Award	Outdoor Adventure Learning LINK Physical Activity LINK	1, 2, 3, 5
Compassionate Schools	Social and Emotional Learning LINK Behaviour Intervention LINK	2, 3, 5
DiscoveryME school Café	Aspirational Interventions LINK	1, 2, 3, 4, 5
Offsite PE/Leisure activities	Outdoor Adventure Learning LINK Physical Activity LINK	1, 2, 3, 4
Trial CPOMS to track vulnerable learners	Increase our awareness of our vulnerable learners in order to plan and implement targeted support	1, 2, 3, 4, 5

Total budgeted cost: £ 85,518

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2022 academic year.

<p>2020/21</p> <p>Despite the disruption to learning caused by the COVID-19 pandemic, as a school we were able to run a wide variety of academic intervention and ran a wide variety of physical education and offsite opportunities for our disadvantaged learners.</p> <p>With formal examinations not happening, Teacher Assessed Grades were used to award final results.</p> <p>62% of our year 11 cohort were Pupil Premium</p> <p>English GCSE 4>: NPP 25% - PP 20%</p> <p>Maths GCSE 4>: NPP 37.5% - PP 20%</p> <p>Science GCSE4>: NPP 37.5% - PP 20%</p> <p>Learners achieving at least 1x L2 Vocational Qualification: NPP 75% - PP100%</p> <p>All PP students engaged in offsite PE opportunities and Forest schools.</p>

All PP students engaged in weekly cookery

All PP learners had daily reading as part of their standard curriculum offer

2021/22

Teaching

- Solihull Approach CDP delivered to all staff (8 hours across the Academic year)
- 45% of our year 11 cohort were Pupil Premium
- SOLAR introduced to live track progress and give a better understanding of knowledge and skills gaps
- Enhanced curriculum offer due to QTS teacher training in Music, Design Technology and Creative Subject
- Forest schools undertaken by all students to increase access to green spaces and outdoor learning

Targeted Interventions

Successful visits throughout the academic year including;

- London Dungeons and wider attractions
- The Black Country Museum
- Theatre Visits
- Wide range of leisure activities

1:1 tuition given to key vulnerable learners due to lost learning, low attendance or academic gaps in knowledge

Wider Strategies

- We added a further 3 offsite PE/Leisure activities to our already exhaustive list of activities in the community
- Gaming pods introduced to increase our range of intervention spaces. These are talking therapy rooms where vulnerable learners can process, talk and share through play
- Music therapy introduced as a key intervention for vulnerable learners. This now consists of 4 practitioners supporting vulnerable learners
- Arbitrational food curriculum helping vulnerable learners access a wide range of cooking skills and disciplines.

2021/22 Examination Results

English GCSE 3>: NPP 83% - PP 80%

English Functional Skills – PP 86% achieved Level 1

Maths GCSE 3>: NPP 66% - PP 38%
Science GCSE3>: NPP 42% - PP 60%
Learners achieving at least 1x L2 Vocational Qualification - PP100%

All PP students engaged in offsite PE opportunities and Forest schools.
All PP students engaged in weekly cookery
All PP learners had daily reading as part of their standard curriculum offer

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
Mathletics
SOLAR
Zoom
Class Dojo
IDL Literacy
Evidence for Learning
TeachIT (Science/Maths/History/English)
Twinkl
White Rose Maths
Computer Science UK

P.E. and Sport Premium Planning 2022-23

What is P.E.S. premium funding:

The P.E. and Sport Premium is allocated to schools based on the number of primary aged children they have on roll at the time of their most recent census. In this academic year we have been allocated £9000 to support and develop the provision of P.E. and school sport at Discovery Academy. You can find more information on this funding allocation here <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools#how-we-calculate-funding>

How we plan to spend our allocation for 2022-23

	<u>Activity</u>	<u>Linked to</u>	<u>Cost</u>
1	To improve the quality of P.E. and School sport at Discovery Academy, by investing in staff training and development related to the area including supporting the assessment route into Teaching for 1 candidate.	“...build capacity and capability within the school to ensure that improvements made now are sustainable and will benefit pupils joining the school in future years” (funding guidance @.gov)	£4,000
2	To extend the range of activities beyond core PE that pupils are able to engage in in school and leisure time. To include boxing, bowling and gymnastics at community venues in the area.	“...introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities.” “...hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils.” (funding guidance @.gov)	£1000

3	To provide further training for staff to support pupils with water based and water safety activities	<p>“You can use the PE and sport premium to fund the professional development and training that is available to schools to train staff to support high quality swimming and water safety lessons for their pupils.”</p> <p>(funding guidance @.gov)</p>	£1000
4	To run a Discovery “Summer Games” to inspire participation and provide opportunities for young leaders to act as sports ambassadors	<p>“...actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity..”</p> <p>“..introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities.”</p> <p>(funding guidance @.gov)</p>	£1000
5	To increase the offer of sports available to inspire and provide additional opportunities to engage in individual and team-based activities. Our increased offer will better reflect the changing demographic of the school in having more female students on roll.	<p>“...introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities.”</p>	£2,000

What we expect the sustained impact of our expenditure to be:

Activity	Impact
1	To begin to develop our own talent in the provision of P.E. and Sport at discovery to ensure that the full range of the curriculum in all strands is delivered to best possible standards across the ages range.
2	To ensure our pupils can learn that P.E. and Sport can be fun and enjoyable activities, where they do not need to feel excluded or ‘less than’ their peers.

	Through extending the breadth of our range we would hope to find to something for all pupils to enjoy.
3	For staff to develop their confidence supporting with water-based learning both 'dry side' and in the water with pupils.
4	For all pupils to develop a greater sense of belonging, team cohesion and enjoyment of both traditional, non-traditional and 'just for fun' physical and sporting activities.
5	To ensure all pupils within our current demographic have the opportunity to participate in a sports-based activity

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.