

Pupil premium strategy statement 2023 – 2026

Updated July 2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This plan superceeds any other PP plans.

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 – reviewed July 2024

Detail	Data
School name	Discovery Academy
Number of pupils in school	186 (R-Y6)
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was first published	Sept 2023
Date on which it will be reviewed	July 2024 July 2025 July 2026
Statement authorised by	LGB
Pupil premium lead	Bev Oldham
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,599 (£91,665 from 2024)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	Average each year £87,310
BUDGET ALLOCATIONS - The Pupil Premium grant for children who are eligible under any of the Free School Meal Ever 6 (FSME6), Former Looked After Children (LAC) and Services criteria is allocated by the EFA based on the previous academic years Spring pupil census. This means that Schools effectively receive Pupil Premium funding for each eligible child the academic year after their inclusion on the Spring Census. As a result of this Pupil Premium related expenditure on eligible children is effectively being incurred a year in advance of receiving the associated grant funding for Schools such as Discovery	

where not all of the year groups have children in them due to the School opening in 2016. Therefore, due to Discovery Academy being a Basic Needs school we will not receive the funding for Reception PP children until 2024.

Part A: Pupil premium strategy plan

Statement of intent

At Discovery Academy we believe in aspiration for all. This means nurturing, supporting and developing every aspect of every single child in our care.

We want to create a world where the sky is the limit for all of our pupils; building pathways for all and focusing on personal and academic success and eventually progress to successful employment.

It is the intent of Discovery Academy School to ensure that disadvantage does not affect these life chances. Therefore, it is our objective to ensure that disadvantaged pupils are able to access high quality teaching and learning which impacts on their progress. Where required, additional support is given and reasonable adjustments are made to ensure equality and equity to learning opportunities.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all

children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Discovery Academy was opened in 2016 as part of Carillion Academies Trust which became Victorious Academies Trust in Jan 2018. It is a 1 form entry primary school in Hattersley, which is part of the town Hyde on the outskirts of Greater Manchester. The school is located on the periphery of a large council estate which is currently undergoing regeneration. Children enter the school from a wide range of nursery settings. Pupils' attainment on entry to the school is well below average; a wider number of pupils require social and emotional support and speech and language support. The first cohort of the school was not a typical cohort of the community and therefore IDACI scales are not consistent.

The statistics for the region and school are as follows (11/7/24)

Group Name	Number of Enrolled Students	Percentage
Male	117	51.3
Female	111	48.7
FSM	85	37.3
Not FSM	143	62.7
Pupil Premium Eligible	89	39.0
Not Pupil Premium Eligible	139	61.0
EAL	10	4.3
Not EAL	218	95.7
SEN	90	39.5
• EHCP	18	7.9
SEN Monitoring	28	12.3

The proportion of pupils known to be eligible for the pupil premium is above average, 37% of children are eligible for Free School Meals (FSM), compared to 28% in the local authority and 19.7% for State-funded Primary Schools nationally.

The proportion of pupils from minority ethnic groups is below the national average as is the proportion of pupils reported to have English as an additional language.

- The percentage of children receiving SEN support is, 39.5%, compared to 12.9% for Primary Schools locally and 12.2% nationally. The percentage of children in receipt of an ECHP is 7.9% compared to 1.9 in the local authority.

Updated July 2024

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Attention Deficit (Hyperactivity) Disorder	7	5.79%	3.07%
Autistic Spectrum Disorder	3	2.48%	1.32%
Dyslexia	3	2.48%	1.32%
Hearing Impairment	1	0.83%	0.44%
SEN Support, No Specialist Assessment	1	0.83%	0.44%
Social, Emotional & Mental Health	38	31.4%	16.67%
Specific Learning Difficulty	26	21.49%	11.4%
Speech, Language and Communication Needs	81	66.94%	35.53%
Vision Impairment	3	2.48%	1.32%
Fine and gross motor skill difficulty	12	9.92%	5.26%

•The school support a number of families – updated July 2024

Child Protection	Child in Need	Cared For	Early Help Assessment	Pastoral support
1 child	0	1 child	7 children	13 children
1 family	0	1 family	5 families	10 families

• The community that the school serves are an area of high deprivation. 85% of our pupils fall into the top decile for deprivation. The main barriers being the following

- Income
- Employment
- Education and Skills
- Health and Disability

• The IDACI score for the school postcode is 0.39

Ultimate Objectives

• To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school pupils have poor communication and language skills, a large percentage of children are below ARE which affects all areas of learning.
2	Many children are rarely or never read with an adult and do not read independently at home. For many, reading is not supported and they miss out on a wealth of rich literature which impacts enjoyment, affects language learning and threatens to limit their writing and wider curriculum areas.
3	Parents struggle to support their child with home learning experience due to a lack of understanding how the curriculum is taught and how they can support. This is particularly evident in Reading/Phonics/Maths.
4	A high proportion of PP children rely solely or predominantly on the experiences and trips provided through school. Children do not have positive, personal experiences to draw upon and which will feed into their speaking and conversation skills, writing and wider learning.
5	A high proportion of PP children arrive to school not ready for learning for a multitude of reasons. They need breakfast, emotional support or opportunities to share worries and concerns before starting the day.
6	Many families in receipt of Pupil Premium are also working within the Early Help or Children's Social Care framework and the majority of these are at a high level of need. This impacts on pupil welfare and wellbeing and directly affects their educational and wider experience.
7	On entry to Nursery a high proportion of pupils are not toilet trained or able to use a cup, knife, fork or spoon.
8	PP children are significantly behind their peers after COVID lockdown and access to online learning is available.

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
1	To improve the spoken language and understanding of PP pupils	<ul style="list-style-type: none"> WellComm screening and intervention program implemented. Children receive intervention – monitored in PPM meetings Increased vocabulary skills evidenced through WellComm programme outcomes
2	To ensure that parents are enabled to support their child's learning	<ul style="list-style-type: none"> 80%+ attendance at Parent consultations 80+% attendance at workshops 90+% attendance at SEND reviews 80+% attendance to SATs meetings 50% attendance to Meet the Teacher events
3	All children (with a focus on PP pupils) receive quality first teaching, 1:1 and need driven interventions to narrow the gap with their peers especially in reading and writing.	<ul style="list-style-type: none"> Teaching and learning profile in English and Maths at least Good in all areas. Teaching assistant intervention and support in Maths and English lessons Non teaching Deputy to support Year 5, 6 and ECTs. SEN support teachers to provide differentiated curriculum for those with EHCP's and/or significant needs. Interventions planned to meet the needs of PP pupils as discussed in termly PPM's and progress measured through entry and exit data – children make progress 1:1 individual reading time for PP pupils 1:1 support for spellings and number facts All children have access to Lexia in KS1 and Century in KS2. Children are able to talk about their love of reading – SIP priority
4	To ensure that all children can access high-quality real-life experience to impact on teaching and learning in the curriculum	<ul style="list-style-type: none"> All classes take part in a school trip or have access to a workshop each term– Enhancement experiences linked to learning are planned and evidenced in outcomes
5	To ensure that all pupils have access to a healthy breakfast each morning at a subsidised cost for those with PP.	<ul style="list-style-type: none"> 50%+ PP children access breakfast club Attendance and punctuality improve for PP children PP children have access to the well-being mentor before the school day for emotional support – less incidents of crisis at the beginning of the learning day.
6	To ensure PP children receive personalised pastoral support in 1:1 and small group interventions	<ul style="list-style-type: none"> PP children have access to counselling and wellbeing interventions Entry and exit level data shows that children's pastoral needs have improved over the intervention.

		<ul style="list-style-type: none"> •
7	To support PP children with CSC involvement to access interventions and services to improve outcomes and support families (Voice of the child/Worry Monsters/Good day, bad day, Worry Wizard)	<ul style="list-style-type: none"> • 1:1 and small group intervention to meet personalised CSC actions from action plans • CiN and CP core group attendance by wellbeing mentor and PV evident in all meetings • Leading EHA meetings
8	To provide Early Help support for families, especially those who are PP, so that need is not escalated into the CSC framework	<ul style="list-style-type: none"> • Full time Pastoral support Worker recruited • EHA training and Team Around Training completed • Increased access to Early Help services and sign posting families • Drop in sessions for families in need • Reduced numbers of families at higher threshold
9	To provide pupils in Nursery and reception with opportunities to eat and drink using cutlery and crockery To support potty training and toilet usage in Nursery	<ul style="list-style-type: none"> • Pupils in Nursery and Reception show good behaviours in the dining hall – increased independence and use of cutlery/crockery including clearing away. • Changing area and staff to change children especially during lunch time. Decrease in nappy usage over time
10	To ensure all PP children have access to the internet. That online home learning is accessed by PP families.	<ul style="list-style-type: none"> • PP children access home learning • PP children loan computers if required • PP children given Internet sim cards for devices

Activity in this academic year 2023-24

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and CPD from Deputy Principal for all staff	EEF – Effective Teacher Professional Development	1, 2, 3

Coaching and CPD from English Lead for all staff	EEF – Improving Literacy in KS1 EEF – Improving Literacy in KS2 The Reading Framework 2021 Nuffield Early Language The Reading Framework EEF Making the best use of teaching assistants The Write Stuff evidence informed practise document	1, 2, 3
Additional staff in EYFS at lunchtime to teach key skills – using cutlery, eating etiquette and support toilet training		7
Recruitment of staff to run breakfast club	Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation EEF evaluation of Magic Breakfast clubs	5
Wellbeing mentor and counsellor	Mental Health and behaviour in schools, DFE 2018	6, 7, 8
Coaching and CPD for all staff regarding Mental Health and wellbeing in pupils	Mental Health and behaviour in schools, DFE 2018	6, 7, 8

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Lexia across the school	EEF – Evaluation report on Lexia Core 5 reading	2, 3
Implement small group tuition with teacher	Tutor Trust case studies EEF evaluation report of Tutor Trust	3 (Tutoring grant)
Implement Century learning for individualised needs driven home learning opportunities.	Century Tech case studies EEF Toolkit – small group tuition EEF Making the best use of teaching assistants	2, 3
Workshops for parents – EYFS, Phonics, Reading, Online safety	EEF Parental Engagement	1, 2, 3
Improve quality of texts in library, outdoor provision in KS1 and 2, reading books and for curriculum learning	The Reading Framework 2021	2, 3

Implement Rapid Phonics for catch up for those in KS2 who have not met the Phonics screening	The Reading Framework 2021	2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing extra-curricular clubs	EEF Toolkit EEF Improving Social and Emotional learning in Primary schools	4
Planned experiences to enhance the curriculum		4
Attendance review, meetings and interventions	EEF Working with parents to support children's learning	
Wellbeing mentor – VOC, Worry Wizard intervention, EHA support	EEF Working with parents to support children's learning EEF Improving Social and Emotional learning in Primary schools	6
Create a computer loan centre. Provide technical support from the IT technician Provide	EEF Working with parents to support children's learning	8

Total budgeted cost: £ 97,000

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.

End of KS2 data									
Yr 6 2024 – 30 children									
13 SEN – 7 EHCP/6 SEN Support /4 Monitoring					15 Pupil Premium				
RWM Comb	%	Reading	%	Writing	%	Maths	%	Grammar	%
National	61%	National	74%	National	72%	National	73%	National	72%
EXS+	70%	EXS+	76.6%	EXS+	70%	EXS+	73%	EXS+	70%
GDS	3.3%	GDS	20%	GDS	10%	GDS	13%	GDS	30%
PP									
9/15 PP - Combined – 60%									
6/15 PP - Combined – 40%									
Student Group	2022/2023	2023/2024	Change since 2022/2023						
Pupil Premium Eligible	42.9	60.0	up 17.1%						
Not Pupil Premium Eligible	70.0	80.0	up 10.0%						
Gap	27.1	20	closed by 7.1%						
Attendance – gap between PP and NPP is starting to close									
Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks						
Pupil Premium	91.7%	3.7%	4.6%						
Not Pupil Premium	95.6%	2.6%	1.8%						
All Students	94.1%	3.0%	2.9%						
Gap between PP and NPP 2022/23 = 4.1%									
Gap between PP and NPP 2023/24 = 3.9%									

Child protection and Safeguarding – Less families at CP and CiN due to support from school. More families and children supported through Pastoral support and Early help.

July 2023

Child Protection	Child in Need	Cared For	Early Help Assessment	Pastoral support
3 children	1 child	1 child	7 children	10 children
2 families	1 family	1 family	6 families	

July 2024

Child Protection	Child in Need	Cared For	Early Help Assessment	Pastoral support
1 child	0	1 child	7 children	13 children
1 family	0	1 family	5 families	10 families

Outcomes

All children have accessed activities to enhance experiences linked to curriculum. Writing has improved in all classes except Year 3. Combined data has improved.

Assessment Measure	2022/23	2023/24
EYFS ELG YR GLD	40.7%	50.0%
EYFS ELG YR RWM Comb 2024	44.4%	60.0%
Y1 Writing TA EXS+	59.3%	57.1%
Y1 RWM NTS EXS+	55.6%	57.1%
Y2 Writing TA EXS+	59.3%	65.5%
Y2 RWM NTS EXS+	51.7%	62.1%
Y3 Writing TA EXS+	65.5%	46.7%
Y3 RWM NTS EXS+	51.7%	46.7%
Y4 Writing TA EXS+	46.20%	61.3%
Y4 RWM NTS EXS+	46.2%	61.3%
Y5 Writing TA EXS+	43.3%	63.0%
Y5 RWM NTS EXS+	40.0%	55.6%
Y6 Writing SATS EXS+	69.0%	70.0%
Y6 RWM SATS EXS+	63.0%	70.0%

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

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
Lexia	Cambium Learning Group
TT rockstars	Maths Circle
Numbots	Maths Circle
Write Stuff	Jane Constandine
Little Wandle	Collins
Worry Wizard	The Worry Wizard
Wellbeing Through Sport	Wellbeing Through Sport