

Discovery Primary Academy Pupil Premium 2021-2024

Year 2. 2022 - 2023.

Year 3. 2023 - 2024.

Pupil premium strategy statement

Pupil Premium allowance for Discovery Academy will be used to raise attainment for all pupils eligible for PP, including high ability pupils. Discovery Primary Academy is a larger than average school with above average FSM (32%), which provides a good education within the context and understanding of shared values (see academy website). Our children are encouraged to enjoy and achieve as individuals, as part of a team and an academy. We believe in having a positive approach towards academy life and children are supported to become highly motivated, hardworking and confident. Discovery Primary Academy is totally committed to improving the life chances for all children but also those who are potentially vulnerable.

School overview

Detail	Data
School name	Discovery Primary Academy
Number of pupils in school	507 September 2023
Proportion (%) of pupil premium eligible pupils	36% September 2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024/5 Year 3
Date this statement was published	December 2021
Date on which it will be reviewed	End of year 1 review. July 2022
Date on which it will be revised	September 2022 End of year 2 review. July 2023.
Date on which it will be revised	September 2023
Statement authorised by	Sophie Michell (New to role)
Pupil Premium Lead	Michelle Siequien
Governor / Trustee lead	Kevin Abbott, Governor for disadvantaged pupils resigned 2022. Sophie Michell (Sept 2022) Governor for disadvantaged pupils.

Funding overview 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year	£309,915
Recovery premium funding allocation this academic year	£28, 420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£338,335

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium funding will be used to narrow and close the gap between the achievement of those pupils identified as Pupil Premium and their peers. The academy will ensure the funding reaches the pupils who need it most and that it makes a significant impact on their education and lives via the use of quality data analysis. The learning and experiences funded by pupil premium will be allocated based on evidence-based research as to the most effective practices. The impact of the use of the funding will be audited regularly to ensure it is being used effectively to close the gap for the eligible pupils.

Attainment data indicates that PP pupils' targets are below national attainment for Non-Pupil Premium Pupils however, the progress our PP pupils make is good from their various starting points. At Discovery Primary Academy other factors affecting PP pupils include mobility, attendance, SEND, EAL and social factors.

The activity we have outlined in this statement will support the needs of all pupils as well as those that are disadvantaged.

Our strategy is also integral to wider academy plans for education recovery notably in its targeted support from Academic Mentors, specific tutoring for individuals and small groups and a TWLS mentor.

Challenges

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

Challenge number	In Academy Barriers
1	Oral language skills and vocabulary in Reception are lower for most pupils on entry including pupils eligible for PP. This slows reading and writing progress in subsequent years.
2	Oral language skills and a wide vocabulary in key stage 1 and 2 is lower for most pupils including pupils eligible for PP. This slows reading and writing progress in subsequent years. Internal and external data indicate that writing attainment among disadvantaged pupils is still below in many year groups that of non-pupil premium. In-year mobility in the academy also contributes to this barrier.
3	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 1 and 2 due to attendance, mobility, and social/emotional issues external to the academy. This can prevent sustained high achievement in both Key Stage 1 and 2.
	External Academy Barriers

4	Low aspirations external to the academy can impact home learning. Attitudes and experiences of education can result in lack of confidence to support their child/children. Lower aspirations and financial barriers can result in less experiences and opportunities for PP children. This includes limited experiences beyond their home life and immediate community. This also includes limited access to books, libraries, and technology (such as Ipad, Wi-Fi). There are also low levels of literacy in some families within the community.
5	Our attendance data over the last year indicates that attendance data among disadvantaged pupils has been 3.3% lower than the non disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Attendance rates for pupils eligible for PP is 94.36%. The attendance for all children is 96.05%. Lower attendance reduces their school hours and impacts on their education. This has been particularly challenging during Covid Recovery.
6	Diagnosed and especially undiagnosed social and emotional mental health issues in families impact on the life of their child/ren. Referrals by families and for pupils has increased since the pandemic. The number of families has increased by at least a third. An increase of 6 families.

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
By the end of Foundation Stage higher oral/ language skills and vocabulary in Reception have increased for most pupils including pupils eligible for PP. This increases the reading and writing progress in subsequent years.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Higher oral language skills and a greater range and use of vocabulary in key stage 1 and 2 is evident among disadvantaged pupils.	Pupils eligible for PP in KS1 and KS2 make rapid progress by the end of the year so that all pupils eligible for PP close the gap to non-pupil premium pupils. PP pupils who remain in the academy maintain this progress throughout KS1 and KS2.

<p>Improved reading and writing attainment among disadvantaged pupils.</p>	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This then has an impact on their progress in writing. KS1 and KS2 reading and writing outcomes show that those at expected in KS1 meet expected standard or expected + at KS2.</p>
<p>Continue to raise aspirations for all pupils through a range of experiences and opportunities through our curriculum. This includes the introduction of Voice 21 and a new approach to Writing named CUSP writing.</p>	<p>Pupils eligible for PP meet their challenging targets therefore can successfully access the KS3 curriculum</p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Continue to reduce the number of persistent absenteeism among pupils eligible for PP to 10% or below. To continue to close the gap between PP and NPP in attendance across the academy. Attendance rates for PP pupils will be in line with NPP.</p>
<p>To support parents with SEMH. In supporting parents, we are supporting the children in the families.</p>	<p>Clear evidence of support for parents/families with known diagnosed mental health issues through working with outside agencies, TAC or EH meetings when required. Clear evidence of support for school attendance by collecting children when parents are unable to bring them to school. Clear evidence of support for families we believe to be undiagnosed with mental health issues. Open door policy, forming relationships with all parents, home visits if required. Supporting them in medical appointments. Supporting children of these families with counselling/mentoring sessions, referrals to young carers.</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 Priorities For Current Year

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding language rich activities in the Foundation Stage. Pre-planned intervention between adult and pupil in supporting/modelling language through the EYFS curriculum.</p> <p>Cost of SFA consultant to continue to develop SFA across the academy to improve the outcomes for all pupils. SFA focuses on oracy and the development of vocabulary as well as reading and phonics.</p> <p>Cost of SFA advisor. SFA advisor £5,182</p> <p>Reading Recovery 50% salary. £25,195 Support staff £5,195 Class teacher Temporary 50% £25,401 Supply to develop staff. £20,600</p> <p>Projected Spending £81,573</p>	<p>Our response is a collective drive to engage with the evidence and decide upon approaches to accelerate the progress of disadvantaged pupils. Using the EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, most recently, Preparing for Literacy) we initially prioritised responding to the barriers relating to vocabulary and oracy. We have also used evidence from SFA. The SFA program is based on 40 years of research and focuses on oracy, vocabulary, comprehension, phonics, reading and writing. Key considerations from the above reports include:</p> <ul style="list-style-type: none"> • language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment. • careful selection of language to be taught (high frequency words found in many different contexts); • activities to extend pupils' expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary. • language teaching should develop breadth (vocabulary size) and depth (understanding and use in context). <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	1
<p>Embark on becoming a Voice 21 academy developing Oracy through CPD for all classroom staff. (3 year commitment)</p> <p>Projected Spend £35,000</p> <p>Release time to observe Voice 21 £10,000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

<p>This includes subscription for Voice 21, an additional staff member trained as a lead and supply costs to release staff for training.</p>		
<p>Clear and effective use of Pixl in years' 2 to 6 to support targeted teaching. Qualified experienced class teachers deliver interventions to pupils.</p> <p>Cost of support assistants/ HLTA's to teach SFA groups. £138,613</p> <p>Pixl £3, 240 Projected Spending £141,853</p>	<p>We want to continue to implement the SFA program throughout the academy with particular emphasis on KS1/2. Small group interventions with highly qualified staff. have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	2
<p>Purchase of a structured writing program to secure stronger writing teaching for all pupils.</p> <p>Supply to support training and observations of colleagues teaching writing.</p> <p>Projected Spending £17,500</p>	<p>Support the development of all class teachers with high quality CPD. High quality CPD provided by Unity Schools Partnership for writing.</p> <p>High quality teaching and training for all class teachers supports all pupils including pupil premium pupils.</p> <p>Using pupil premium guidance for School Leaders. Menu of approaches.</p>	2,3
<p>Raise aspirations for All children and families, including reading for 5 nights a week and x table rockstars.</p> <p>Times table rockstars £4,000 approx. Includes copying. CPD staff. £20,000</p> <p>Projected Spending £24,000</p>	<p>A percentage of Pupil Premium is used to subscribe to various curriculum subscriptions. This allows leaders to support pupil premium children in the classroom and at home.</p> <p>High quality resources to meet the needs of all pupils including PP pupils will support all to close the gaps.</p> <p>Using pupil premium guidance for School Leaders. Menu of approaches.</p>	4

<p>Plan trip opportunities for each PP pupil including trips.</p> <p>£ 3,000. £500 office support.</p> <p>Approx £1,500 Breakfast club subsidised for PP pupils.</p> <p>50% of the cost of provision for a councillor to support the children requiring support. £5,000</p> <p>Projected Spending £10,000</p> <p>Total Projected Spending. £309,926</p>		
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Targeted academic support

Budgeted cost: **£ 28,420**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentors to support TWLS program in year 1 and 2 as required. 80% of salary. x1 for final year.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2/3
Class teachers to work with individuals and small groups targeting some of the bottom 20% of children in KS2	<p>Small group interventions with highly qualified staff. have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3
Targeted support for a small group of Year 1 and 2 pupils with SFA by a Specialist Reading Recovery Teacher	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3

Wider strategies to Support Pupil Premium Children

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Increased attendance rates for pupils eligible for PP. Office staff and parent support workers are employed to monitor pupils and follow up quickly on absences. Cost as above Unknown cost until appointment is made.</p>	<p>EEF and Sutton Trust in response to the Government's new Covid-19 education recovery package stated that <i>"The strongest evidence for accelerating learning is for increasing time for high-quality teaching."</i></p> <p>By increasing attendance in all groups then the academy is ensuring that they are accessing high quality teaching.</p> <p>The research found that: Overall performance in both reading and mathematics in autumn 2020 was found to be significantly lower compared to the 2017 cohort, with pupils, on average, making two months less progress in both subject areas compared to the standardisation sample. There is a large and concerning gap between the attainment of disadvantaged pupils and non-disadvantaged pupils. For both reading and maths this gap is estimated to be the equivalent of seven months' learning. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	<p>5</p>
<p>To support parents with SEMH to contribute to their child's education Cost of office staff/ counsellor/family worker .</p>	<p>The Early Intervention Foundation noted that, "early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of children's home lives and family relationships, increase educational attainment and support good mental health."</p> <p>This intervention refers to the family as well as the children attending the academy.</p>	<p>6</p>

Total Projected Spend: £ 28,420

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 2021 to 2023 academic year.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggest that the performance of disadvantaged pupils was better than the previous years except for the year 2 and year 6 cohort. These two-year groups were most affected by the pandemic. The year 2 year group as evidenced across the country were the most affected by Covid 19. They were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we intended. This was also true for the year 6 cohort who had experienced turbulence during both year 4 and year 5 before entering year 6.

It is also difficult to compare disadvantaged pupils year on year at Discovery due to the mobility of our pupils. Quite often the disadvantaged pupils will change from one year to the next. The current year 6 has had 40 children join and 40 leave since the start of year 3.

Although overall attendance in 2021 / 22 was lower than the preceding years at 92.3.

Unfortunately, Covid continued this year for many children who were affected but so too were their family members which meant some children could not attend. We also had a period of time when children were off with Chicken Pox. Absence amongst disadvantaged pupils was 3.3 % lower than their peers and persistent absence was higher than NPP in terms of persistent absentees. These gaps still need to be addressed therefore this will continue to be a focus next year.

It is very difficult this year to gain a true picture of absence and persistent absentees due to the change of coding in relation to Covid.(Please see Headteachers report Autumn 2022)

Our assessments and observations indicate that the writing and reading strategies alongside Oracy with SFA have had an impact this year. In years 1, 3, 4 writing is close to Reading and is better than the writing results in 2020 - 21. Pupil premium funding this year will be used to provide CPD for all staff in the new CUSP writing program and Voice 21. Both strategies will build on the success of this year's plan.

Data update Summer 2023

Year Groups	Reading PP	Reading NPP	Writing PP	Writing NPP
Year 1 1S /S+ (23PP)	65%	46%	52%	41%
Year 2 2S /2S+ (30PP)	55%	63%	39%	60%
Year 3 3S / 3S+ (34 PP)	31%	45%	8%	15%
Year 4 4S / 4S+ (36 PP)	50%	46%	27%	26%
Year 5 5S / 5S+	62%	73%	15%	30%

(33PP)				
Year 6 6S / 6S+ (40PP)	63%	75%	63%	75%

Our internal assessments during 2022/23 suggest that the performance of disadvantaged pupils was better than the previous years especially in year 2 and year 6 in reading. The gap in these two-year groups has closed between Non PP and PP pupils. This is also true in Years 4 and 5. The gap in the current year 3 group, the year group most affected by the pandemic will continue to be monitored going into year 4 to ensure this gap continues to close over time. It does appear that the gap in reading has closed in the year 5 cohort going into year 6. This is a positive picture as year 5 was a year group we were tracking closely based on last year's data in reading.

Our internal assessments in writing during 2022/23 suggests that the gap in performance of disadvantaged pupils in most year groups except year 2 and year 5 have closed. In some year groups such as year 1 and 4 PP pupils do better than NPP pupils in writing. The Year 5 year group going into year 6 will be closely monitored in terms of writing as will year 2 going into year 3.

It is also difficult to compare disadvantaged pupils year on year at Discovery due to the mobility of our pupils. Quite often the disadvantaged pupils will change from one year to the next. The current year 6 have performed far better than any other year group historically as there was no mobility in year 6 until after SATs.

It is also worth noting that the Pupil Premium children across the academy may also fall into another vulnerable category such as SEND or EAL. Many of the pupils who only fall into the Pupil Premium group perform better than those that fall into two or more vulnerable groups. (See Data Report for the Trust)

Although overall attendance in 2022 / 23 was higher than the preceding years at 93.02 unfortunately, general illness continued this year for many children who are now mixing with other children again. We also had a period of time when children were off with Chicken Pox. Absence amongst disadvantaged pupils was 3.4 % higher than their peers and persistent absence was higher than NPP in terms of persistent absentees. Attendance and driving forward attendance still has to be a focus next year.

Our assessments and observations indicate that the writing and reading strategies alongside Oracy with SFA have had an impact this year. In years 1, 2, 6 writing is close to Reading and is better than the writing results in 2021 - 22. Pupil premium funding this year will be used to further develop CPD for all staff with the CUSP writing program and Voice 21. Both strategies will continue to build on the success of this year's plan.

Externally provided programmes Purchased In the Previous Year 2021 / 22.

Programme	Provider
Mentor program for individual, small group work in reading. Programs used were TWLS. Two mentors.	Teach First Mentor for English as unable to get a second mentor for maths.
TWLS tutor funded by Fisher Family Trust for pupils in year 1 including PP pupils.	Tutor Program for individual, small group work in phonics and reading. Programs used were TWLS

Externally provided programmes Purchased In the Previous Year 2022 / 23.

Programme	Provider
Mentor program for individual, small group work in reading. Programs used were TWLS	Two Academic Mentors for Readers..
TWLS tutor funded by Fisher Family Trust for pupils in year 1 including PP pupils.	Tutor Program for individual, small group work in phonics and reading. Programs used were TWLS

Externally provided programmes Purchased In the Previous Year 2023 / 24.

Programme	Provider
Mentor program for individual, small group work in reading. Programs used were TWLS	One Academic Mentor for Readers
TWLS tutor funded by Fisher Family Trust for pupils in year 1 including PP pupils.	Tutor Program for individual, small group work in phonics and reading. Programs used were TWLS