

# Discovery Primary Academy Pupil Premium 2024 - 2027

## 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 (39%), 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.

## Academy Overview

Detail	Data
School name	Discovery Primary Academy
Number of pupils in school	451 <b>September 2024</b>
Proportion (%) of pupil premium eligible pupils	39% <b>September 2024</b>
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	December 2024
Date on which it will be revised	September 2025
Statement authorised by	Sophie Michell
Pupil Premium Lead	Michelle Siequien
Governor / Trustee lead	Sophie Michell (Sept 2022) Governor for disadvantaged pupils.

## Funding Overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£278,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£278,240

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## 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 Disadvantaged and Non- Disadvantaged. 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 enabling them to find employment.

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 all eligible pupils.

High quality teaching is at the core of the strategy and approach we take. This has the greatest impact on closing the gap between disadvantaged and non-disadvantaged pupils. The aim is for the disadvantaged children to achieve in line with their peers. High quality coaching of teachers is a key part of our school's approach to improving the quality of teaching and learning.

At Discovery Primary Academy other factors affect both disadvantaged and non-disadvantaged pupils. These include mobility, attendance, SEND, EAL and other social factors. Our curriculum and pedagogy have been designed to support all children in achieving their full potential whatever, the factor/s affecting them as learners.

### Challenges

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

Challenge number	In Academy Barriers
1	Children have low oracy skills and basic vocabulary on entry to the academy at whatever point this is.
2	Low attendance for Disadvantaged Pupils can impact their access to teaching and learning opportunities.
3	Barriers to learning due to social and emotional needs.
4	Disadvantaged children have less experience of outdoor adventurous learning.

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5	The gap between Pupil Premium and Non-Pupil Premium can widen as they move through the academy. Mobility can be a factor.
6	The exposure and access to high quality books to develop a love of reading

## 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 and other entry points higher oral/ language skills and vocabulary have increased for most pupils including pupils who are disadvantaged. This is reflected in their spoken language, reading and writing progress in subsequent years.	Pupils make rapid progress from their starting points reflected in the end of year and key stage data.
Attendance of Disadvantaged Pupils has increased.	The gap in attendance of both disadvantaged and non-disadvantaged pupils is closing. The attendance of both groups is in line with national.
Children can access their classroom learning due to the support they receive.	The children require less support as they reach upper key stage 2.
Increase the amount of collaborative learning and talk through outdoor adventure activities	Children have more opportunities to access outdoor learning and take part in collaborative learning opportunities
Improved reading, maths and writing attainment among disadvantaged pupils.	External tests show attainment progress from their starting point.
A lot of children do not get the opportunity to access high quality reading books outside of their schooling.	Children can access high quality fiction and non-fiction books supporting their learning and further develop a love of reading.

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## Activity in this Academic Year

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)

- OPAL Strategy - £6,000. Summer 2 start.
- CPD - Cost of Step Lab and Walk thru - £2,430
- Introduction of Lexia to key year groups - £ TBC
- SLT and Core Team - Coaching time - £42,367
- CPD with David Turner- £ £3,000
- Total so far: £53,797

Activity	Evidence that supports this approach	Challenge number (s) addressed.
CPD for class teachers on the quality of feedback in lessons. This will support children in knowing what their next steps are.	Feedback has effects across all age groups. Research in schools has focused particularly on its impact on all aspects of English and maths. <a href="#">EEF Feedback</a>	1,3,5
CPD for class teachers on effective modelling in lessons. This will support children in being successful as well as understanding what they need to do,	Feedback has effects across all age groups. Research in schools has focused particularly on its impact on all aspects of English and maths. <a href="#">EEF Feedback</a>	1,3,5,6
Improve the outdoor environment to enhance the adventurous experiences of the children. This will give children more experiences through their lunchtimes and playtimes.	On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.	6

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	<p>Outdoor adventurous experiences support vocabulary and oracy skills.</p> <p><a href="#">EEF Outdoor Adventure Learning</a></p>	
<p>Reading CPD for class teachers and support staff. This includes the introduction of Lexia. This will support the children in their reading fluency, stamina and extended reading ability.</p>	<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: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="#">EEF - One to One Tuition</a> <a href="#">EEF – Small Group Tuition</a></p>	1, 5, 6
<p>Use of the library by the children and families to access high quality reading books both in and outside school.</p>	<p>The benefits of reading and the development of social skills alongside the ability to learn new information is well documented. If children love reading and can read they can access the curriculum.</p> <p><a href="#">(Longden et al, 2015; Sullivan and Brown, 2015)</a></p>	3, 5, 6
<p>Use of instructional coaching for all class teaching staff in school</p>	<p>In terms of impact on pupil outcomes, instructional coaching has better evidence base than any other form of CPD.</p> <p><a href="#">EEF Instructional Coaching</a></p>	1, 5

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

- Teaching Assistants Salaries (25% of half the class-based TA's) - £86,904
- Tutors for Interventions – reading and phonics- £27,380
- Specialist teacher for reading, phonics and interventions -£55,876

○ *Total so far: £ 170,160*

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class support through Teaching Assistants. This includes general assistants in EYFS and in key year groups.	See previous PP  <a href="#">EEF Teaching Assistants Interventions</a>	1,3,4
Employing tutors to support children to catch up on their learning	On average, one to one tuition is very effective at improving pupil outcomes.  One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.  <a href="#">EEF - One to One Tuition</a> <a href="#">EEF – Small Group Tuition</a>	1,5,6

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

Budgeted cost/s: £

- Outdoor Environment Budget - £4,000
- Attendance Officer (3 days per week) - £45,163
- Additional Funding to support year group Trips - £5,000

Total so far: £49,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the outdoor environment to enhance the adventurous experiences of the children. This will give children more experiences through their lunchtimes and playtimes.</p>	<p>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.</p> <p>Outdoor adventurous experiences support vocabulary and oracy skills.</p> <p><a href="#">EEF Outdoor Adventure Learning</a></p>	1,3,4
<p>Work with families through our attendance champion to encourage better attendance</p>	<p>The association between attendance and a child's academic success is well established.</p> <p><a href="#">National Center For Educational Statistics</a></p>	2,5

**Total budgeted cost: £280,120 currently**

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## 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 this academic year.

#### End of Year 2024-2025

#### Data update Summer 2024

Year Groups	Reading PP	Reading NPP	Writing PP	Writing NPP
Year 1 1S /S+ (PP)	52%	46%	52%	44%
Year 2 2S /2S+ (PP)	65%	64%	48%	47%
Year 3 3S / 3S+ ( PP)	50%	62%	30%	39%
Year 4 4S / 4S+ ( PP)	61%	69%	30%	49%
Year 5 5S / 5S+ (PP)	84%	75%	61%	56%
Year 6 6S / 6S+ (PP)	42%	67%	45%	71%

Our internal assessments during 2023/24 suggest that the performance of disadvantaged pupils was better than the previous year's especially in year 1, 2 and year 5 in reading. The gap in these two-year groups has closed between Non-PP and PP pupils. In fact, in all three years groups Non-Pupil Premium Pupils are doing better than Pupil Premium pupils.

The gap in year 4 will continue to be monitored as they move into year 5 to ensure this gap continues to close over time. This year group was most affected by the pandemic alongside the existing year 6 cohort.

Last year, years 1 and 4 were identified as year groups in which Non-Pupil Premium Pupils performed better than Pupil Premium Pupils. This has continued this year although the gap in year 2 has closed.

It is always worth noting that the children identified as Pupil Premium and Non Pupil Premium change regularly due to the current mobility in the academy. Until this stabilises it is a changing picture which makes it challenging to identify patterns.

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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 internal Data Report)

Overall attendance in 2023 / 24 was higher than the preceding years at 94.31. The attendance for the academy was above National. This is a positive reflection of the work we have completed during the course of the year.

Absence amongst disadvantaged pupils was less than the overall attendance of their peers.

Whilst there has been an improvement in the attendance data the academy will be appointing a senior staff member to be responsible for attendance. This will support attendance in the academy but also support all groups to improve attendance and engagement in the academy.

Our assessments and observations indicate that the reading strategies alongside Oracy with SFA reading have had an impact this year. In years 1 and 2 writing is close to Reading. Reading for PP and NPP in year 4 is very positive as the gap is closing. This is a year group that we have been monitoring closely since Covid.

## 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*

<b>Programme</b>	<b>Provider</b>
Steplab and Walkthru	Steplab and Walkthru