Discovery Primary Academy Pupil Premium Sept 2024 – August 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	420 September 2025
Proportion (%) of pupil premium eligible pupils	35% September 2025
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**2024-2027** **Current year 2025**
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sophie Michell
Pupil Premium Lead	Michelle Siequien
Governor / Trustee lead	Sophie Michell (Sept 2022) Governor for disadvantaged pupils.

Funding Overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£273,375
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	£273,375

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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.

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4	Disadvantaged children have less experience of outdoor adventurous learning.
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 - £9,000. Summer 2 starts. (Delayed due to staffing changes and other priorities - revisit Summer 26)
- CPD - Annual cost of step Lab and Walk thru - £ 2289.60
- Introduction of Lexia to key year groups - £6,100
- SLT and Core Team - Coaching time - £40,000
- CPD with Collette Firth - £ £5,000
- **Total so far: £62,389**

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 and engagement in the lesson	Feedback has effects across all age groups. Research in schools has focused particularly on its impact on all aspects of English and maths. EEF Feedback	1,3,5
CPD for class teachers on effective cold calling and modelling in all 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. EEF Feedback	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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	Outdoor adventurous experiences support vocabulary and oracy skills. EEF Outdoor Adventure Learning	
Reading CPD for class teachers and support staff. This includes the continuation of Lexia as an intervention. This will support the children in their reading fluency, stamina and extended reading ability.	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. EEF - One to One Tuition EEF – Small Group Tuition	1, 5, 6
Use of the library by the children and families to access high quality reading books both in and outside school.	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. (Longden et al, 2015; Sullivan and Brown, 2015)	3, 5, 6
Use of instructional coaching for all class teaching staff in school	In terms of impact on pupil outcomes, instructional coaching has better evidence base than any other form of CPD. EEF Instructional Coaching	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) - £45,816
- Tutors for Interventions – reading and phonics- £31,057
- Specialist teacher for reading, phonics and interventions -£58,934

○ ***Total :*** **£ 135,807**

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 EEF Teaching Assistants Interventions	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. EEF - One to One Tuition EEF – Small Group Tuition	1,5,6

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

Budgeted cost/s: £

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- Outdoor Environment Budget - £24,000
- Inclusion Officer who also supports attendance (3 days per week) - £45,163
- Additional Funding to support year group Trips and swimming - £6,000

Total : £75,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Outdoor adventurous experiences support vocabulary and oracy skills. EEF Outdoor Adventure Learning	1,3,4
Work with families through our attendance champion to encourage better attendance	The association between attendance and a child's academic success is well established. National Center For Educational Statistics	2,5

Total budgeted cost: £273,359 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.

Outcomes 2024 – 2025

Data Summer 2025

Attainment gap between Disadvantaged and Non-Disadvantaged Pupils specially in year 6 in 2025.

	Difference between Disadvantaged and Non-disadvantaged attainment	
	2024	**2025**
Reading	**25%**	**1%**
Writing	**26%**	**6%**
Maths	**26%**	**7%**
GPS	**17%**	**2%**
Combined Standard (R,W,M)	**30%**	**7%**

Non-disadvantaged pupils had higher attainment that disadvantaged pupils in all subjects in 2024 and 2025 with the exception of GPS in 2025 when Disadvantaged pupils performed better than Non-disadvantaged pupils

There was a significant reduction in the gap in attainment between Disadvantaged and Non-disadvantaged pupils in year 6 between 2024 and 2025.

It is always worth noting that the children identified as Pupil Premium and Non-Pupil Premium change regularly at Discovery Primary Academy due to mobility in the different year groups. 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 last year's data report)

Overall attendance in 2024 / 25 was higher than National. Through targeted support by the Assistant Head and a variety of new incentives this has created a positive picture across all vulnerable groups.

Attendance for children with FSM was 93.4% (92.2% National) compared to children with no FSM at 96.1% (95.8% National). Improving attendance for FSM and vulnerable children will continue to be a priority this year.

The use of Step lab to support high quality modelling and editing in writing has supported this progress particularly in closing the gap between PP and Non-PP in the above year groups.

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
Steplab and Walkthru	Steplab and Walkthru