

Discovery Primary Academy Pupil Premium 2021-2024

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	548
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024/5
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kevin Abbott
Pupil premium lead	Michelle Siequien Claire Freeman
Governor / Trustee lead	Kevin Abbott, Governor for disadvantaged pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,585
Recovery premium funding allocation this academic year	£29,290
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	£288,875

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.

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. 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) such as low adult literacy and
5	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.

6	Diagnosed and especially undiagnosed social and emotional mental health issues in families impacts on the life of their child/ren.
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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 in Reception have increased for most pupils including pupils eligible for PP. This increases the reading and writing progress in subsequent years.	Pupils eligible for PP in Reception make rapid progress by the end of the year so that all pupils eligible for PP meet national expectations. PP pupils who remain in the academy maintain this progress throughout KS1 and KS2.
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. Pupils meet end of year expectations. PP pupils who remain in the academy maintain this progress throughout KS1 and KS2.
Improved reading attainment among disadvantaged pupils.	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.
Support our parents with reading and mathematics so they know how they can help at home. Continue to raise aspirations for all pupils through a range of experiences and opportunities through our curriculum	Pupils eligible for PP meet their challenging targets therefore can successfully access the KS3 curriculum
Increased attendance rates for pupils eligible for PP.	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.
To support parents with SEMH. In supporting parents we are supporting the children in the families.	<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.</p> <p>Clear evidence of support for school attendance by collecting children when parents are unable to bring them to school.</p> <p>Clear evidence of support for families we believe to be undiagnosed with mental health issues.</p> <p>Open door policy, forming relationships with all parents, home visits if required.</p> <p>Supporting them in medical appointments.</p> <p>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

£259,585

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</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</p>	1

<p>for all pupils. SFA focuses on oracy and the development of vocabulary as well as reading and phonics.</p> <p>Cost of support assistants to teach SFA groups. Cost of SFA advisor. Cost of Reading Recovery Teacher.</p> <p>£ 192,334. 25% of Support staff salary.</p> <p>SFA advisor £5,000</p> <p>Reading Recovery £45,000. 50% salary. £22,500</p> <p>Projected Spending £219, 834</p>	<p>program is based on 40 years of research and focuses on oracy, vocabulary, comprehension, phonics, reading and writing.</p> <p>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> <p>This will be measured by the data for PP and NPP in reading, phonics and writing.</p>	
<p>Clear and effective use of Pixl in years' 2 to 6. Qualified experienced class teachers deliver interventions to pupils.</p> <p>Cost of support assistants/ HLTA's to teach SFA groups. Cost of SFA advisor. Cost of Reading Recovery Teacher</p>	<p>We want to continue to implement the SFA program throughout the school with particular emphasis on KS1/2.</p> <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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	2

<p>Pixl £4,000</p> <p>£7,389. Additional temporary HLTA to support staff in delivering small interventions.</p> <p>Projected Spending £11, 389</p>	<p>This will be measured by the data for PP and NPP in reading, phonics and writing.</p>	
<p>PP pupils across KS1 and KS2 achieve their targets, accelerated if appropriate, to close the gap between PP pupils and other pupils.</p> <p>Achieved through appropriate small group interventions with highly qualified staff where possible or groups based on reading ability as in SFA.</p> <p>Cost of support staff to each SFA and TWLS if required.</p>	<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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <p>This will be measured by the data for PP and NPP in reading, phonics and writing.</p>	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 £3,000 approx CPD staff. £3,000</p> <p>Projected Spending £6,000</p> <p>Plan trip opportunities for each PP pupil including trips.</p> <p>£ 3,500 plus £1,000 office support.</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>	4

<p>Approx. £500 Breakfast club subsidized for PP pupils.</p> <p>£500.Peripatetic Music teachers available to deliver music lessons. School fund teachers if pupils wish for additional lessons.</p> <p>Provision for a councillor to support the children requiring support. £18,600</p> <p>Projected Spending £27,100</p> <p>Projected Spending. £264,323</p>		
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Targeted academic support

Budgeted cost: **£ 29,290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic mentor to support TWLS program in year 2 as required. 5% of salary. Cost £4,990.71</p>	<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>2/3</p>
<p>EAL teacher to work with individuals and small groups targeting some of the bottom 20% of children in KS2</p>	<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>2/3</p>

Targeted support for a small group of Year 1 and 2 pupils with SFA by a specialist Reading Recovery Teacher	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.	2/3
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Wider strategies to Support Pupil Premium Children

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased attendance rates for pupils eligible for PP.</p> <p>Office staff and parent support workers are employed to monitor pupils and follow up quickly on absences.</p> <p>Cost as above</p> <p>£18,600. Cost of councillor and office staff.</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.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	5
To support parents with SEMH to contribute to their child's education	The Early Intervention Foundation noted that, "early intervention can help children and young people to develop the skills they need to live happy,	6

<p>Cost of office staff/ counsellor/family worker</p> <p>£18,600. Cost of councillor and office staff.</p>	<p>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>	
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Total Projected Spend: £ 293,613

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 2020 to 2021 academic year.

Academy Internal data demonstrates the following

	PP Reading	Non-PP Reading	PP Writing	Non- PP Writing
FS	46%	50%	46%	50%
Yr 1	31%	61%	27%	58%
Yr 2	71%	72%	34%	56%
Yr 3	55%	53%	19%	26%
Yr 4	69%	68%	31%	25%
Yr 5	67%	69%	47%	36%
Yr 6	64%	78%	36%	66%

Challenges 1,2 and 3.

The gap between Reading for all year groups except year 1 has closed.

The gap between Pupil Premium and Non-Pupil Premium has widened in writing in some year groups. Writing is a whole academy focus next year and will support closing this gap in the future.

For further details of the impact of last year's Pupil Premium please refer to the academy website.

For additional information about catch up please see a document titled DPA Catch UP Allowance 2020-2021 on the academy website.

Externally provided programmes Purchased In the Previous Year.

Programme	Provider
Mentor program for individual, small group work in maths and reading. Programs used were TWLS and Wave 3 Numeracy Package.	Teach First Mentors for both English and Mathematics.

