



Pupil Premium Grant (PPG) Impact Report 2018 - 19

Our key objective in using pupil premium funding is to ensure that all children make best progress regardless of their social and economic status or family background.

The pupil premium is additional government funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools for each child registered as eligible for free school meals at any point in the last 6 years, children looked after and children with parents in the armed forces. In the 2018 - 2019 financial year, schools received a final allocation of £1320 PPG funding per eligible child.

For 2018-19, PPG for Discovery Special Academy was £19,800. As the academy opened in September 2018, no pupil premium funds were carried forward from 2017-2018. At 50%, the proportion of pupils eligible for support through PPG is above average.

In the academic year 2018 – 2019, PPG was allocated to initiatives to ensure pupils learned and achieved well academically, therapeutically and socially. In allocating the money, we considered the needs of our pupils on entry to the academy and identified barriers to learning such as communication, development of life skills and attendance. These factors formed the basis of interventions and initiatives to improve outcomes and ensure best progress. Throughout the year, we also worked closely with outside agencies to identify high impact strategies for individual pupils. We actively worked to break down the barriers to learning in order to enable ALL of our children to participate in all activities.

This report outlines the context of the academy and the impact of pupil premium spending in 2018-19. Pupil Premium allocation report for 2019-20 (see website) details how we intend to allocate the funding this year.

Pupil Premium Grant allocation 2018-19 and its impact on achievement

At Discovery Special Academy the funding was used in a number of ways to improve pupil performance. The main barriers for this group of children were identified as follows:

- Acquisition of Language and effective communication is a significant barrier for all our pupils.
- At Discovery Special Academy it is essential to support the development of key skills and to encourage independence so that pupils can participate in life beyond school; a life skills approach is therefore needed to enhance the diverse curriculum offer.
- Attendance of children with Special Education Needs is often an area for consideration due to ongoing medical appointments and continuing health care resulting from complex medical needs such as epilepsy.
- All pupil premium children at Discovery are transported by Local Authority transport. Therefore, parental engagement and communication needs careful consideration.

Strategies and the impact from the money allocated:

1. A proportion of the salary for a Pastoral and Welfare Officer to enhance the work of the pastoral team to work with identified vulnerable children with a particular focus on attendance, punctuality and safeguarding. These have included:
 - Whole school attendance. This has remained at national average for special schools throughout the academic year 2018 – 2019. Given this was the first time the majority of pupils had attended full time school and the complexity of need, this is a positive achievement.
 - Close working with families to ensure persistent absenteeism has remained below national average for special schools. Individual analysis and case studies for pupils who are PAs or at risk of becoming PAs is held in the academy, and for the vast majority, shows a reduction over time.

Attendance data

With SK (whole school)

2017/18 statistical analysis DfE pupil absence spreadsheet	SCHOOL DATA 2018 - 2019	LOCAL AUTHORITY DATA 2017 - 2018	NATIONAL DATA 2017 - 2018
Overall absence	8.43%	10.4	10.2
Authorised absence	7.71%	6.1	8.0
Unauthorised absence	0.72%	4.3	2.2
Persistent absence	8 children 8/30 = 26.7%	27.8	29.6

Without SK (whole school)

2017/18 statistical analysis DfE pupil absence spreadsheet	SCHOOL DATA 2018 - 2019	LOCAL AUTHORITY DATA 2017 - 2018	NATIONAL DATA 2017 - 2018
Overall absence	7.7%	10.4	10.2
Authorised absence	6.9%	6.1	8.0
Unauthorised absence	0.7%	4.3	2.2
Persistent absence	7 children 7/30 = 23.9%	27.8	29.6

- Links between home/hospital teaching and packages of support, where necessary achieved.
 - x3 successful Stay and Share sessions completed for parents to enhance home academy communication. These were well attended.
 - x3 parent/carer workshops, feedback extremely positive (details and responses held within the academy).
 - Regular home visits and communication for all families when appropriate (records kept on CPOMS and within the academy).
2. Successful utilisation of EMAT team and Everyday Language Solutions to provide enhanced communication for information sharing and meetings allowed parents to access complex information related to their child's needs. This has supported children and their families to access the right support in and out of the academy.
 3. Purchase of Boardmaker and Makaton resources to ensure all pupils have access to total communication including symbol-based and signed communication. Purchase of iPads and relevant app software to enhance this provision. Focussed interventions such as BLAST to enhance the acquisition of language and staffing to support this (82.5% of pupils at or above expected progress in speaking)
 4. Introduction of Marvellous Me! App to communicate with parents to ensure communication is regular and parents are continuously involved in seeing their child's progress. Questionnaires have shown parents are extremely happy with communication between home/school (responses held in the academy).
 5. Trust commissioned Educational Psychologist (2 days per week) to support the development of personalised therapeutic approaches and assessments. Therapies can be seen around the academy as an integral part of pupils' everyday entitlement based on advice and guidance from the EP.
 6. Specialist music teacher employed across the trust providing enriching music education and extended school provision in the form of concerts and productions. Pupils performed on three occasions for parents. Pupils engaged in a range of experiences and developed their ability to manage sensory experiences that they previously found difficult. This also extended their broader cultural life experiences.
 7. Commissioned Occupational Therapy service, Tree Tops, to provide support and guidance for children, staff and families, which ensures better understanding of sensory integration, individual sensory diets and how we can best meet sensory needs. This has included CPD, a proportion of staffing costs and resources in order to support children with this therapeutic curriculum. One of our parent support sessions was also focused on sensory integration therapy. The impact of this is reflected in the progress children have made with academic, therapeutic, communication, social and life skills (see academy evaluation documents). An increase in the pupils' ability to regulate their sensory and emotional needs, as well as staff understanding of this, has also been seen.
 8. Assessment software to enable teachers to offer a holistic assessment for all children including purchase of PIVATS, CASPA and MAPP programmes and associated resources. This has allowed a sharp focus on the progress and personalised needs of pupils ensuring targeted planning and intervention.

How will this plan be evaluated?

This plan will be evaluated on a termly basis to monitor attainment and progress of the various initiatives detailed above. These reviews will be submitted to the Board of Trustees so they have a good understanding of the progress children are making towards their targets.