



Discovery Special Academy
Pupil Premium Strategy 2018-19



1. Summary					
Total Number of Pupils	30	Total estimated PP budget	£19,800	Date for next internal review of this strategy	July 2019
Number of pupils eligible for PP	15 (50%)				
2. Current Achievement					
N/A			Pupils eligible for PP	Pupils not eligible for PP	
3. Barriers to future attainment					
In school barriers					
A.	<p>Acquisition of Language and effective communication is a significant barrier for all our pupils.</p> <ul style="list-style-type: none"> The vast majority of our children have communication and interaction needs as part of their SLD diagnosis. Close working with SALT team to support communication acquisition using communication aids such as, PECS, Makaton, etc. 				
B.	<p>At Discovery Special Academy 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</p> <ul style="list-style-type: none"> Life skills include communication with others, daily routines, toileting, feeding, personal care, etc. 				
C.	<p>Attendance of children with Special Education Needs is often an area of need due to their complex medical needs such as epilepsy. Children with complex needs often have ongoing medical appointments and health care needs.</p>				
External barriers					
D.	<p>All pupil premium children at Discovery are transported by Local Authority transport. Therefore, parental engagement and communication needs careful consideration.</p>				

4. Outcomes

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Teachers know how to support early language and communication development and apply this knowledge in their planning & teaching</p> <ul style="list-style-type: none"> Pupils will make progress in their communication development relative to their starting points over a 12 month period 	<ul style="list-style-type: none"> Lesson Observations indicate all teachers plan effectively for early communication acquisition Staff are confident with a variety of communication aids for pupils with SLD. 100% targeted pupils make progress against individual targets
B.	An engaging curriculum, which is regularly reviewed for impact and has a focus of key skills, is implemented routinely throughout the school and which includes access to relevant therapies and interventions	<ul style="list-style-type: none"> Improved curriculum access resulting in all pupils making at least expected progress
C.	Rigorous monitoring of attendance to further improve whole school attendance, punctuality and to reduce the number of Persistent Absent (PA) pupils	<ul style="list-style-type: none"> Whole school attendance to be above 93% PA to be below 25% For pupils with complex medical needs, packages of home/school support are provided to ensure children are educated off site Appropriate links with home/hospital teaching made
D.	Parents and carers are involved in their children's development and educational journey.	<ul style="list-style-type: none"> Communication is regular and parents feel confident to contact the academy 100% of parents signed up to 'Marvellous Me' Academy expectations of staff communicating with parents is met (see academy RAD)

5. Planned Structure					
Academic Year	2018-19				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Evidence & rationale	How will you ensure it is implemented well?	Staff lead	When will you revisit implementation?
Teachers know how to support early language and communication development and apply this knowledge in their planning & teaching	<ul style="list-style-type: none"> • Develop Early communication skills through the use of appropriate and personalised communication aids • CPD to ensure staff confidence and competence in developing communication for pupils with SLD • Planning & teaching to reflect the language skills of the children in each class • Follow up assessments to take place during each Autumn Term • Purchase boardmaker to support symbol based communication • Purchase Makaton resources 	See in school barrier A	Incorporate into Self-evaluation calendar 2018-19 & Included in Appraisal objectives for relevant staff Pupil progress data Lesson observations Planning scrutiny	Jo Johnson	Autumn Term 2018
An engaging curriculum, which is regularly reviewed for impact and has a focus of key skills, is implemented routinely throughout the school	<ul style="list-style-type: none"> • All teachers plan to use the school environment (inside and outside) as well as beyond the school to enrich the learning experience so that it is engaging and practical • Staff training and CPD supports the development of the three areas of the curriculum, academic, therapeutic and communication & life skills. • Work closely with therapeutic staff (Treetops) for sensory integration. • Purchase resources for sensory 	See in school barrier B	<ul style="list-style-type: none"> • Incorporate into Self-evaluation and CPD calendar 2018-19 & Included in Appraisal objectives for relevant staff • Comprehensive coaching and mentoring programme 	Jo Johnson	Spring Term 2019 Spring 2019 Spring 2019

	<p>integration therapies</p> <ul style="list-style-type: none"> • Commissioned EP to support development of personalised therapeutic approaches and assessments • Purchase extra iPads/IT equipment to support the development and use of ACCs and use of symbol communication. 		<ul style="list-style-type: none"> • DHT work closely with external agencies to ensure impact. Case studies. 		Autumn 2018
To have whole school assessment system which supports next step in learning	<ul style="list-style-type: none"> • To purchase assessment software which will enable teachers to offer holistic assessments for all pupils: • PIVATS • CASPA • MAPP 	See in school barrier B	PIVATS/CASPA/MAPP data reviews	Jen Duncan/Jo Johnson	Half termly review
Total budgeted cost					£12,824.85

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for?	How will you ensure it is implemented well?	Staff lead	When will you revisit implementation?
Teachers know how to support early language and communication development and apply this knowledge in their planning & teaching	Targeted pupils taught individually or in small intervention groups using both teacher led interventions and expert TA interventions such as BLAST. Purchase resources to support specific interventions (e.g. BLAST)	See in school barrier A	Learning walks, school reviews, book scrutiny, planning reviews, classroom observations, pupil progress data.	Jo Johnson	Half yearly pupil progress information gathering & June 2019
An engaging curriculum, which is regularly reviewed for impact and has a focus of key skills, is implemented routinely throughout the school	Targeted pupils taught individually or in small intervention groups The OT provides support and guidance for children, staff and families which ensures better understanding around sensory needs and that we are able to meet these needs	See in school barrier B	Learning walks, school reviews, book scrutiny, planning reviews, classroom observations, pupil progress data.	Jo Johnson	Half yearly pupil progress information gathering & June 2019
Rigorous monitoring of attendance to further improve whole school attendance, punctuality and to reduce the number of Persistent Absent (PA) pupils	Pastoral and Welfare officer to work with targeted pupils and their families to improve attendance.	See in school barrier C	Attendance data Termly report to Challenge board	Eilidh Mietelska	Termly attendance data
Total budgeted cost					£15,001.50

iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale?	How will you ensure it is implemented well?	Staff lead	When will you revisit implementation?
Rigorous monitoring of attendance to further improve whole school attendance, punctuality and to reduce the number of Persistent Absent (PA) pupils	Employment of Pastoral & Welfare Officer to: <ul style="list-style-type: none"> • Ensure daily response to non- attendance • Improve support for parents of PA pupils • Organise regular parent engagement sessions – “Stay & Share” etc. • Further improve communication with parents (various strategies) 	See in school barrier C	Weekly attendance figures, feedback from parents, Trust challenge board.	Eilidh Mietelska	Termly progress information gathering and June 2019
Parents and carers are involved in their children’s development and educational journey.	<ul style="list-style-type: none"> • Employment of Pastoral & Welfare Officer to improve communication with parents using strategies such as EMAT team, Everyday Language Solutions, translation apps. • Organise regular parent engagement sessions – “Stay & Share” etc. • Regular home visits for families who find it difficult to attend the academy. • Develop clear home/academy communication using communication books/marvellous me app purchased. 	See in school barrier D	Feedback from parents through questionnaires and through annual reviews.	Jo Johnson & Eilidh Mietelska	Termly review
Total budgeted cost					£3700.00
Total Planned Expenditure					£33,307.85