



Discovery Special Academy Pupil Premium Strategy 2019-20



1. Summary information					
School	Discovery Special Academy				
Academic Year	2019/20	Total PP budget	£31,680	Date of most recent PP Review	July 19
Total number of pupils	45	Number of pupils eligible for PP	26 (58%)	Date for next internal review of this strategy	Nov 19
2. Current Achievement					
2018-2019	Pupils eligible for PP		Pupils not eligible for PP		
% achieving targets in speaking	90%		72%		
% achieving targets in reading	60%		86%		
% achieving targets in mathematics	70%		43%		
3. Barriers to future attainment					
In school barriers					
A.	Acquisition of Language and effective communication continues to be a significant barrier for all our pupils. <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.	A high percentage of families are EAL (37%) and due to their needs, pupils have low levels of language development. Therefore, pupils enter the academy with significantly low level reading skills.				
C.	Readiness for learning due to difficulties with sensory and emotional regulation can be a barrier for our pupils. Therapy needs to be available every day and be part of a regular routine in designated sensory spaces, in the classroom and through outdoor learning.				
External barriers					
D.	Attendance and vulnerability of families continues to be an area of need and attendance of our PP pupils is not as good as non PP. This group need continued close tracking and further support from the PWO. All pupil premium children at Discovery are transported by Local Authority transport. Therefore, parental engagement and communication needs careful consideration.				

4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Teachers know how to support early language and communication development and apply this knowledge in their planning & teaching. Targeted quality first teaching and intervention groups will also support and challenge PP who require extra support.	<ul style="list-style-type: none">• Pupils will make progress in their communication development relative to their starting points over a 12 month period.
B.	Classroom environments will have inviting and stimulating book areas which encourage early reading skills such as having favourite books, page turning and role play.	<ul style="list-style-type: none">• Pupils will make progress in their reading development relative to their starting points over a 12 month period.• Books are celebrated at the academy and at home.
C.	Pupils are ready to learn, are able to better regulate their sensory and emotional needs (with support) and therefore make good progress.	<ul style="list-style-type: none">• Lesson Observations indicate pupils are ready to learn and therapies are an integral part of the holistic classroom experience.• Staff are confident with delivering sensory integration therapies.• 100% targeted pupils make progress against individual targets.
D.	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.

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 symbol maker software to support symbol based communication. • Purchase Makaton resources. • Purchase extra iPads/IT equipment to support the development and use of ACCs and use of symbol communication. 	<ul style="list-style-type: none"> • See in school barrier B • Impact on progress of pupils in the areas of language and communication development. 	<ul style="list-style-type: none"> • Incorporate into Self-evaluation calendar 2018-19 & Included in appraisal objectives for relevant staff • Pupil progress data • Lesson observations • Planning scrutiny 	<ul style="list-style-type: none"> • DHT • Teaching staff 	<ul style="list-style-type: none"> • Autumn Term 2018
Refine and consolidate the teaching of phonics delivered through internal training across the academy –	<ul style="list-style-type: none"> • Staff training and CPD to ensure consistency in the teaching of phonics. • Screening check for pupils who are developmentally ready to ascertain starting points for phonics teaching. • Personalised targets to make clear phonics teaching approaches. • Interventions to support the teaching of phonics (see below). 	<ul style="list-style-type: none"> • See in school barrier B • Improvement in the teaching of phonics evidenced through academy monitoring. • Impact on progress of pupils. 	<ul style="list-style-type: none"> • Incorporate into Self-evaluation and CPD calendar 2019 - 20 & Included in appraisal objectives for relevant staff • Staff CPD • Pupil progress data • Lesson observations • Planning scrutiny 	<ul style="list-style-type: none"> • MA UPS • DHT 	<ul style="list-style-type: none"> • Autumn – spring term

Develop a reading culture across the academy, linked with home environments.	<ul style="list-style-type: none"> • Book share library for home reading • free book class every half term focussed on class reader. • Stay and share reading session • Focus on development of reading areas in every classroom. • Continue to develop the use of sensory book bags <p>Ensure progression in books through the curriculum, Focus on phonics and one to one reading.</p>	<ul style="list-style-type: none"> • See in school barrier B • Improvement in the teaching of early reading skills evidenced through academy monitoring. • Impact on progress of pupils. 	<ul style="list-style-type: none"> • Incorporate into Self-evaluation and CPD calendar 2019 – 20 & Included in appraisal objectives for relevant staff • Pupil progress data • Lesson observations • Planning scrutiny 	BH (environments) DHT	Autumn to spring term to establish
Coaching and mentoring RQTs/new staff to ensure at least good if not outstanding QFT.	<ul style="list-style-type: none"> • Coaching triads to allow practitioners the opportunity to work collaboratively and learn from one another. • RQTs/student teacher to access appropriate and chose 'drop in' sessions delivered by TVEd. • HT to mentor RQT, new teachers in the academy. • DHT to mentor new teaching assistants. 	<ul style="list-style-type: none"> • See in school barrier A, B, C 	<ul style="list-style-type: none"> • Incorporate into Self-evaluation calendar 2018-19 & Included in appraisal objectives for relevant staff • Coaching and mentoring programme for relevant staff (HH) • Pupil progress data • Lesson observations • Planning scrutiny 	JD/DHT	Programme written autumn 1
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 	<ul style="list-style-type: none"> • See in school barrier A, B 	<ul style="list-style-type: none"> • PIVATS/CASPA/MAPP data reviews 	JD/ DHT	Half termly review
Total budgeted cost					£19,316.55

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?
Establish the newly created intervention team led by the HLTA, working alongside level 2 TAs. Targeted support and interventions ensure all pupils make good progress.	<ul style="list-style-type: none"> Targeted pupils taught individually or in small intervention groups using both teacher led interventions and expert TA interventions such as BLAST, SaLT, Sensory integration. Phonics focus for groups of pupils and individuals to be delivered by intervention team working alongside teacher targets. 	<ul style="list-style-type: none"> See in school barrier A, B, C 	<ul style="list-style-type: none"> Regular review with HLTA Evidence on EfL of impact of interventions. Links between interventions, planning and EHCP outcomes evident. Learning walks, school reviews, work scrutiny, planning reviews, classroom observations, pupil progress data. 	DHT	Review interventions each half term at pupil progress meetings Half yearly pupil progress information gathering & June 2019
Pupils are ready to learn, are able to better regulate their sensory and emotional needs (with support) and therefore make good progress	<ul style="list-style-type: none"> Purchase resources to support specific interventions (e.g. BLAST). Work closely with therapeutic staff (Treetops) for sensory integration. Purchase resources for sensory integration therapies . 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 Commissioned EP to support development of personalised therapeutic approaches and assessments. 	<ul style="list-style-type: none"> See in school barrier C Pupils are ready to learn and can access the appropriate curriculum for their needs. Pupils are regulated meaning they do not go into crisis. 	<ul style="list-style-type: none"> Review of sensory integration programmes Impact evident through evidence for learning Learning walks, school reviews, book scrutiny, planning reviews, classroom observations, pupil progress data. DHT work closely with external agencies to ensure impact. Case studies. 	DHT	Half yearly pupil progress information gathering & June 2019
Total budgeted cost					£26,040.49

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. 	See in school barrier D <ul style="list-style-type: none"> • All parents are fully informed about their child's development and progress and feel supported by the academy. • Families have access to the information they need to support themselves and the child. 	<ul style="list-style-type: none"> • Weekly attendance figures, feedback from parents, Trust challenge board. 	Eilidh Mietelska	Termly progress information gathering
Pastoral and welfare support ensures families are supported in a timely and effective manner and this allows access to education for all.	<ul style="list-style-type: none"> • CPOMS for clear records of concerns and issues which allows timely and effective interventions for pupils and their families. • PWO Organise regular parent engagement sessions – “Stay & Share” etc. • Further improve communication with parents (various strategies). • Clear signposting to families allows improved access to external agency support which in turn impacts on pupils ability to be in school. 		<ul style="list-style-type: none"> • Vulnerable pupil meetings • CPOMS records • SLT meetings • Parent feedback 	Eilidh Mietelska	Termly progress information gathering
Parents and carers are involved in their children's development and educational journey. Poverty proofing	<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 subscription. 	See in school barrier D	<ul style="list-style-type: none"> • Feedback from parents through questionnaires and through annual reviews. 	DHT & Eilidh Mietelska	Termly review
Enrichment activities, trips and visits.	<ul style="list-style-type: none"> • Specialist music teacher working half a day in the academy. • Sports coach (see Sport Premium). 	See in school barrier D <ul style="list-style-type: none"> • Pupils have 	<ul style="list-style-type: none"> • Incorporate into academy calendar and on the website 	DHT/CN/SN	Half termly review of activities

<p>Music, after school clubs, holiday clubs</p>	<ul style="list-style-type: none"> • Specialist Dance teacher (see Sport Premium). • EVOLVE subscription to support the planning of trips and visits. • HLTA to begin the first academy after school club working with pupils and their parents together. 	<p>access to a wide range of activities as highlighted on academy calendar.</p> <ul style="list-style-type: none"> • Evidence of this is clear on the website. 			
Total budgeted cost					£13,597.95
Total Planned Expenditure					£58,954.99