

Pupil premium strategy statement

School overview

Metric	Data
School name	Discovery Special Academy
Pupils in school	60
Proportion of disadvantaged pupils	60% (36 pupils)
Pupil premium allocation this academic year	£48,420
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	December 2020
Statement authorised by	J Duncan
Pupil premium lead	A Titchener

Progress academic year 2019 – 2020 (up until school closure March 2020)

2019-2020 (data correct as of March 2020)	Pupils eligible for PP	Pupils not eligible for PP
% of pupils on track to achieve targets in reading	86%	77%
% of pupils on track to achieve targets in writing	93%	77%
% of pupils on track to achieve targets in speaking	73%	70%
% of pupils on track to achieve targets in listening	80%	100%
% of pupils on track to achieve targets in maths	93%	77%
% of pupils on track to achieve targets in SSM	73%	92%
% of pupils on track to achieve targets in UA	86%	77%

Disadvantaged pupil barriers to success

<p>A. Acquisition of language and effective communication continues to be a significant barrier for all our pupils.</p> <p>The vast majority of our children have communication and interaction needs as part of their SLD diagnosis</p> <p>Pupils experiences beyond school and home are limited reducing opportunity for rich exposure to language in the early years</p>
<p>B. Complex sensory needs impact on pupil’s ability to focus, attend and process linked to listening skills, and in turn speaking</p>
<p>C. Pupils come into the academy with low levels of personal development and ability to understand and regulate emotions</p>
<p>D. Vulnerability of families continues to be an area of need, ensuring all families are able to engage in their child’s development and attend key meetings, coupled with an awareness of how to access services is vital in ensuring good attendance and progress.</p>

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Improved levels of language and communication	<ul style="list-style-type: none"> Pupils will make progress in their communication and language development relative to their starting points over a 12-month period. 	<ul style="list-style-type: none"> July 2021
Improved speaking, oracy and listening skills	<ul style="list-style-type: none"> Pupils will make progress in their speaking and listening development relative to their starting points over a 12-month period. Development of phonics/‘Talk for Writing’ approaches in semi-formal teaching groups Robust assessment of speaking and listening across the academy recorded on Evidence for Learning 	<ul style="list-style-type: none"> July 2021
Improved progress in the area of shape, space and measure	<ul style="list-style-type: none"> 90-95% of pupils to achieve CASPA target 	<ul style="list-style-type: none"> July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
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"> Pupils will have regular access to sensory integration therapies. Staff are confident with delivering sensory integration therapies. Reduced incidents of significant behaviour recorded on CPOMs for targeted children Monitoring demonstrates pupils are focused and able to access learning Pupils make good progress against individual 	July 2021

	targets.	
Families are well supported by the academy, are aware of services they can access and attendance is improved (particularly PA)	<ul style="list-style-type: none"> • Whole school attendance to be 94%. • 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. • Families are signposted to services and referrals are timely and lead to effective support from external agencies 	July 2021

Teaching priorities for current academic year

Measure	Activity
A, B To ensure that speaking and communication are at the forefront of teachers planning and assessment	<ul style="list-style-type: none"> • Ensure speaking and communication are evident in personalised planning • Focused moderation on the assessment of speaking and communication using PIVATS/MAPP including how to capture and assess a pupils' learning journey when they use alternative and augmentative communication aids • Staff CPD to ensure all new staff to the academy can use the chosen communication methods effectively (objects of reference, symbol exchange, Makaton) • Embed the use of appropriate and personalised communication aids to ensure best progress • Purchase site license for Communicate in Print • To purchase assessment software that will enable teachers to offer holistic assessments for all pupils: PIVATS, CASPA, MAPP
A, B Increase vocabulary through reading culture	<ul style="list-style-type: none"> • Purchase books for home/academy reading • Home/academy lending library • Dual language books • Phonic readers
A, C To increase the breadth of experiences pupils can access	<ul style="list-style-type: none"> • Offer regular, rich and varied curriculum experiences to provide pupils with opportunities to develop new vocabulary and engage in experiences together (minibus) • Specialist music teacher working half a day in the academy • EVOLVE subscription to support the planning of trips and visits
A Increase pupil's ability to use language structures in context and oracy skills	<ul style="list-style-type: none"> • Training in Talk for Writing to develop oracy, language and understanding the structure of texts which will lead into writing
B Improve focus, attention and listening skills	<ul style="list-style-type: none"> • Ensure continued delivery of BLAST to support both listening and language development • CPD focused on interventions to support listening and attention
C Improved staff awareness and understanding of the PSHERE curriculum and how to deliver this	<ul style="list-style-type: none"> • Whole academy focus on the teaching of PSHERE to develop understanding of mental health, wellbeing and relationship education (see Personal Development RAD priority 2)
A To ensure focused planning and assessment of shape, space and measure for PP pupils	<ul style="list-style-type: none"> • Recap activities/area work that support the development of SSM. • Ensure consistent language for SSM across the academy • Purchase resources for indoor and outdoor activities that support the development of SSM

Barriers to learning these priorities address	A, B, C
Projected spending	£14,474.28

Targeted academic support for current academic year

Measure	Activity
A Improved levels of language and communication	<ul style="list-style-type: none"> To implement additional interventions/therapies that will increase opportunities for communication and language development delivered by TAs
D Improved focus and attention linked to listening Improved emotional regulation	<ul style="list-style-type: none"> Continue to commission Treetops OT services to provide sensory assessments and diets which are then implemented by staff Increase access to sensory integration therapies ensuring this is an integral part of the academy day delivered by TAs
A, B, C Increase vocabulary Improve personal and social development	<ul style="list-style-type: none"> Offer regular, rich and varied extended schools experiences to provide pupils with opportunities to develop new vocabulary including music, sports, creativity etc. Purchase resources to support extended school activities Subsidise the cost of educational visits and wider activities to provide enrichment and wider life experiences EVOLVE subscription to support the planning of trips and visits Minibus lease to allow greater access to a range of experiences
Barriers to learning these priorities address	A,B,C,D
Projected spending	£27,539

Wider strategies for current academic year

Measure	Activity
D All families are equally involved in their child's educational journey	<ul style="list-style-type: none"> • Provide support for families through taxis to allow attendance at key meetings linked to their child's development • Home visits for those who find it difficult to attend the academy • Families are supported to access home/academy communication methods such as Marvellous Me, Evidence for Learning • Academy continues to work in partnership with EMAT/Everyday Language Solutions to ensure access for all
D Families have improved knowledge of and access to services	<ul style="list-style-type: none"> • New SSIM to develop positive relationships with families • Clear signposting to families allows improved access to a wide range of services • Parent workshops and drop ins with external services invited • Organise regular parent engagement sessions
D 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. • SSIM/specialist level 3 TA 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 pupil's ability to be in school.
D Improved attendance rates for persistent absentees	<ul style="list-style-type: none"> • Rigorous monitoring of attendance to further improve whole school attendance, punctuality • Ensure daily first response to non-attendance • Use catch up funding to support attendance e.g. taxis to support families • Strengthen the approach to working with persistent absentees and those children who have attendance between 90% and 92% through regular communication and academy level case conferences (action plan needed) • Commission Voyage health care to ensure access for children with significant medical needs • Specialist medical level 3 TA appointed to support pupils and families • Ensure attendance and punctuality continue to be high on the agenda
A, B, C, D Reduction in incidents of crisis leading to good progress	<ul style="list-style-type: none"> • Clear behaviour plans, led by the pupil's teacher, and consistently applied by all staff • Implementation of personalised therapies and approaches to support pupils SEMH needs • Commissioned EP to support development of personalised therapeutic approaches and assessments
D Pupils are supported to better understand their feelings and emotions and have strategies to manage them	<ul style="list-style-type: none"> • Continue to commission, and potentially increase, counselling support • Introduce play therapy • Headstart
Barriers to learning these priorities address	A, B,C,D
Projected spending	£47,043.37

Wider strategies Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistent approaches to phonics and reading across the academy Assessment of speaking for children who use AAC Ensuring a broad spectrum of experiences in and out of the academy	Staff CPD Purchase of technology and resources to support progress Minibus hire to allow greater breadth of experiences able to offer
Targeted support	Ensuring a balance between therapies, academic and social/emotional aspects of the curriculum	Appointment of TLRs to support the development of therapeutic and SELS curriculum Treetops commissioning Development of sensory classroom
Wider strategies	Increasing and maintaining the outstanding attendance of the last 2 years Supporting pupils and families with significant medical needs to attend regularly Ensuring all families are engaged and are able to attend key meetings	Appointment of Safeguarding, SEND and Inclusion Manager Commission voyage health care Appointment of specialist level 3 TA Use of pupil premium funding to support attendance at key meetings

Review: last year's aims and outcomes (2019- March 2020)

Aim	Impact/Evaluation
Teachers know how to support early language and communication development and apply this knowledge in their planning & teaching	<ul style="list-style-type: none"> The approach to the development of early communication has been a priority within the academy and the impact of its development to date is evident through 73% of disadvantaged Y1-Y4 semi-formal pupils on track to achieve their CASPA target as of March 2020 (compared to 70% non-disadvantaged) Communication CPD ensured that all staff have utilised the resources purchased (Communicate in Print and Makaton) to support communication development iPads have allowed pupils to develop key communication skills through targeted apps Moving into 2020-2021, the academy will focus on oracy using Pie Corbett Talk for Writing (spring term) The academy will undertake further work on Communicate in Print and how this can be utilised to support pupils across the academy to regulate behaviours through more visible symbols and social stories CPD on assessing 'speaking' and communication for children who use augmented and alternative communication is also planned
Refine and consolidate the teaching of phonics delivered through internal training across the academy –	<ul style="list-style-type: none"> The approach to the teaching and assessment of phonics has been a priority within the academy and the impact of its development to date is evident through 86% of disadvantaged Y1-Y4 semi-formal pupils on track to achieve their CASPA target as of March 2020 (compared to 77% non-disadvantaged) This priority will continue next academic year in order to ensure consistency of phonics teaching and improved reading for all alongside the development of home/academy reading in 2020-2021
Develop a reading culture across the academy, linked with home environments.	<ul style="list-style-type: none"> The book share library and stay and share reading sessions were ready to launch in spring 2 2020 but due to COVID-19 had to be cancelled. The lending library will be launched in autumn 1 2020 and the stay and share will be picked up as soon as restrictions allow. Reading areas were well developed in every classroom and pupils were able to

Aim	Impact/Evaluation
	<ul style="list-style-type: none"> select and discuss favourite books with teaching staff (see Evidence for Learning) • Sensory bags have been a huge success and staff have adapted and developed these resources. Further sensory book bags will be developed next academic year. • Phonics and one to one reading will continue to be the focus in the autumn term of 2020 – 2021 to ensure the work completed before school closures in March is embedded and contextualised.
Coaching and mentoring RQTs/new staff to ensure at least good if not outstanding QFT.	<ul style="list-style-type: none"> • Working with the trust’s school improvement leader, NQTs and RQTs have received a bespoke training package to enable consistently good teaching, allowing children to make good progress. • The RQT has had consistently good lesson feedback with increasing elements of outstanding (quality assured by AIP) • The NQT passed with higher level and is now employed at the academy.
To have whole school assessment system which supports next step in learning	<ul style="list-style-type: none"> • SIMS tracker has allowed focused and timely assessment of needs and learning, supporting clarity of discussion at pupil progress meetings leading to effective interventions and teaching strategies. • MAPP has become more focused across the year and moving forward, clarity of MAPP targets and outcomes will continue to strengthen this, ensuring all targets are rooted in high quality sources
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"> • The Level 2 Team supported a range of academic and therapeutic needs which has impacted on both learning and behaviour. • Blast has impacted across the academy with developing communication and language skills. By March 2020, 73% of pupils were on track to reach or exceed their CASPA target in speaking. • Phonics focus for pupils has resulted in very good progress, by March 2020, 86% of pupils were on track to reach or exceed their CASPA target in reading.
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. • New resources have supported interventions across the academy, enabling pupils to have personalised interventions. • Working closely with Treetops has ensured that pupils were assessed and had a personalised sensory programme developed which school staff were able to follow to support pupils to self-regulate and successfully access the curriculum. • Resources for sensory integration have enabled sensory programmes to be delivered across the academy, including within classrooms, ensuring pupils’ sensory needs could be supported with no lost learning time. • Occupational Therapy support has ensured pupils have personalised support and specialist equipment, eg chairs • The EP supported the assessment of individual pupils and we have enhanced this provision by commissioning support from Time 4 You counselling service. • This provision has resulted in a reduction in behaviour incidents and pupils making good progress (see Academy SEF).
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"> • Attendance as of school closures 20th March 2020 93.2%, 3.3% better than the average for special schools (89.9 for the year 18/19, 89.6 in Middlesbrough). • PA rate 21% (17.8% without SK). The national average for 18/19 in special schools was 28.8% and in Middlesbrough 30%. • Staff have an improved awareness of attendance and professional conversations demonstrate they understand the impact of poor attendance.

Aim	Impact/Evaluation
<p>Pastoral and welfare support ensures families are supported in a timely and effective manner and this allows access to education for all.</p>	<ul style="list-style-type: none"> • 100% of parent questionnaires agree that school engages well and keeps parents informed (see parent response file) • 84% engagement with MM • Parent workshops and stay and share sessions completed in autumn and spring 1. 100% positive feedback. Workshops and sessions had to be postponed in spring 2 and summer due to COVID 19 • There is a strong and vigilant approach to safeguarding which has ensured referrals have been timely and families are well supported, leading to attendance levels of 93.2% as of March 2020.
<p>Parents and carers are involved in their children's development and educational journey. Poverty proofing</p>	<ul style="list-style-type: none"> • Relationships built and developed with attendance and welfare officer leading to families feeling comfortable in approaching the academy when they need financial or emotional support. This also includes support in being directed towards appropriate authorities who may be able to offer support. • Staff CPD focussed on understanding the barriers some children are living with, and how to deal with situations that may have occurred even before the day begins. • All families have been supported to access meetings, events and learning to ensure an inclusive approach and best practice • 100% of parent questionnaires agree that school engages well and keeps parents informed using a range of communication methods including home/academy books/marvellous me (see parent response file)
<p>Enrichment activities, trips and visits. Music, after school clubs, holiday clubs</p>	<ul style="list-style-type: none"> • The academy held a Christmas production supported by the specialist music teacher • Evidence for learning demonstrates that physical development is an integral part of the academy core curriculum and demonstrates a range of activities and experiences. • Pupils attended an increased number of inclusive sports events and Boccia competition • Children accessed a wide variety of trips and visits all successfully planned on EVOLVE • 100% positive feedback from parents attending PACT (Parent and Child Therapy)