

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Discovery Special Academy
Number of pupils in school	87 (Inc. Nursery)
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Jennifer Duncan
Pupil premium lead	Ann Titchener
Governor / Trustee lead	Dean Jackson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,075
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,805

# Part A: Pupil premium strategy plan

## Statement of intent

Our key objective in using pupil premium funding is to ensure best progress for all pupils from their own personal starting points and to close the gap between disadvantaged pupils and their non-disadvantaged peers.

In order to achieve this, we actively use the pupil premium funding to break down barriers to enable ALL of our children to participate in all activities, regardless of their social and economic status or family circumstances.

At Discovery Special Academy, pupils' needs are met through a multi-agency, collaborative approach using joint commissioning of services to provide a holistic establishment with the support of local stakeholders. Therefore, the key principles of the pupil premium spending plan are to achieve excellence and enjoyment for all by building a learning community that ensures all pupils are well supported, can reach their personal potential and are equipped with the necessary life skills they need to ensure that they become effective citizens of the 21st century.

We are committed to ensuring pupil premium funding is spent to maximum effect. Following the disruption to education of the last two years, the current plan will continue to build on previous challenges as well as acknowledging additional growing needs for our disadvantaged pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

The following offers a context to the impact of the pandemic on pupils. In the academic year 2020-2021, the academy had 7 weeks of uninterrupted opening from September to mid-October. From mid-October, isolation periods affected every bubble, class and child in the academy and the vast majority more than once. By the final two weeks of term, only 16 of the 60 children were in attendance. The second national lockdown then hit in January 2021.

While the academy had a robust blended learning offer and gave every household not attending (through parental choice) the technology required to access online learning, other factors such as complexity of need, parental understanding and parental engagement meant that not every child engaged in this. Paper packs were also regularly delivered to all families not attending (see blended learning policy and report held in the academy). Following the full return of pupils in March 2021, the academy was again disrupted by isolation periods up until July 2021.

Throughout the periods of disruption, the academy continued to focus on all pupil development with clear personalised pathways that were responsive to need over time. In this way, the academy was able to be proactive and support all pupils to make continued progress.

The pandemic has had a cumulative impact and some children have lost nearly a year of face to face learning and therapeutic access. For the whole academy, the year 2020-

2021 was incredibly fragmented. In some ways, this is the more damaging element for Discovery children. The disruption to a consistent routine and structure, particularly for some of our children with social, emotional and mental health needs linked to their severe learning and ASD, has had significant impact. Therefore, there is a clear focus on wider strategies and increased staffing ratios to support pupils in these areas to enable access to education and continued learning. This is reflected in the spending strategy for this year.

Challenge number	Detail of challenge
1	Acquisition of language and effective communication continues to be a significant barrier for all our pupils.  100% of our children have communication and interaction needs as part of their SLD diagnosis with over 50% having a diagnosis of ASD  Pupils experiences beyond school and home can be limited reducing opportunity for rich exposure to language in the early years.
2	Ensuring all pupils have high quality, well-rounded grounding in early literacy, language and communication leading to high quality phonic and comprehension development.
3	Complex sensory needs impact on pupil's ability to focus, attend and process.
4	Pupils come into the academy with low levels of sense of self, personal development and ability to understand and regulate emotions. This has been compounded throughout the pandemic and some pupils are displaying increased needs in the area of emotional wellbeing and regulation.
5	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.

## 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
Improved levels of language, communication, pupil sense of self and resilience	<ul style="list-style-type: none"> <li>• Pupils will make progress in their communication and language development relative to their starting points over a 12-month period (evidenced through PIVATS progress and MAPP).</li> <li>• An embedded approach to communication is evident across the academy. This includes high levels of oral language and communication skills for pupils who are able, and a developed, progressive approach to AAC.</li> <li>• Pupils are confident to communicate in different settings and</li> </ul>

	<p>with different people in the academy and wider locality.</p> <ul style="list-style-type: none"> <li>• Pupils are able to express their sense of self through appropriate communicative means by making choices, expressing opinions and demonstrating confidence in different settings and situations (e.g. trust choir events, performances)</li> </ul>
<p>Pupils make good progress in their phonic and reading comprehension development through a clear focus on early reading skills and a structured, progressive approach to all reading areas.</p>	<ul style="list-style-type: none"> <li>• 90%+ of pupils on the semi-formal curriculum meet or exceed their PIVATS targets in reading as generated by CASPA</li> <li>• Personalised MAPP data, individual case studies and learning journeys demonstrate that pupils on the informal pathway make good progress in early reading from their own personal starting points.</li> <li>• Early reading skills lay the foundation for comprehension development for pupils who are developmentally ready.</li> <li>• There is an embedded and structured approach to teaching comprehension which recognises the importance of early language and communication development as the pre-requisite for this.</li> </ul>
<p>Pupils are ready to learn, are able to better regulate their sensory and emotional needs (with support), have a growing sense of self and therefore make good progress.</p>	<ul style="list-style-type: none"> <li>• Pupils will have regular access to a range of appropriate therapies to support holistic development.</li> <li>• Staff are confident with delivering a range of appropriate therapies.</li> <li>• Therapies are chosen and delivered based on accurate understanding of need.</li> <li>• Pupils have access to a range of environments and experiences that support their development in all areas.</li> <li>• Reduced incidents of significant behaviour recorded on CPOMs for targeted children.</li> <li>• Monitoring demonstrates pupils are focused and able to access learning.</li> <li>• Pupils make good progress against individual targets.</li> </ul>
<p>Families are well supported by the academy, are aware of services they can access and attendance is improved (particularly PA).</p>	<ul style="list-style-type: none"> <li>• Whole school attendance to be at least 94% in the year 2021-2022 with aspirations to increase this in subsequent years.</li> <li>• PA to be below 25% in the academic year 2021-2022, with aspirations to reduce this in subsequent years.</li> <li>• Families are signposted to services and referrals are timely and lead to effective support from external agencies.</li> <li>• Families have a support network within the academy community and beyond.</li> </ul>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £37,987

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear, focused CPD based on analysis of pupil and academy needs (quantitative and qualitative) including CPD on language acquisition, communication (AAC), phonics, emotional well-being (linked to PSHERE) and therapeutic approaches.	EEF states that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	1,2,3,4,5
Development of early literacy, language and communication teaching, resources and a progression document to support language acquisition and comprehension skills.	EEF Preparing for Early Literacy report. Language provides the foundation for thinking and learning and should be prioritised <a href="#">EEF Early Literacy Report</a> Oral language interventions and reading comprehension strategies can both result in +6 months gain.	1,2
Purchase further communication boards for additional areas of the academy		
Monitoring and moderation of early reading and phonics teaching and assessment by English Leader.	Ensuring accurate assessment of phonic development ensures understanding of next steps <a href="#">EEF Early Phonics Report</a>	1,2
Recruitment of additional level 2 TAs across the academy to support pupils sensory, social and emotional wellbeing and therapeutic access will ensure teachers are able to focus on teaching and learning.	TAs have access to training in order to ensure they are fully prepared for their role in the classroom TAs are employed to add value to the classroom and support what teachers do (more time for teachers to teach, report page 7) TAs in this instance, are supporting pupils to develop independent learning skills and ability to self-regulate through structured interventions (e.g. SIT, BLAST, phase 1 phonics) <a href="#">Best use of TA report</a>	1,2,3,4

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring support delivered by qualified teachers	Research supports high-quality teaching approaches delivered by qualified teachers and can result in a +5 month gain (See various research reports from EEF and others)	1,2
Further development of a range of language acquisition intervention including speech and language programmes	EEF Preparing for Early Literacy report. Language provides the foundation for thinking and learning and should be prioritised <a href="#">EEF Early Literacy Report</a> Oral language interventions can result in +6 months gain.	1,2
Development/purchase/CPD on augmentative and alternative communication aids – research and trial of electronic apps and aids for pupils who demonstrate capacity to access this	<a href="#">Bercow report 2008 AAC</a> <a href="https://www.communicationmatters.org.uk/wp-content/uploads/2019/01/2013_Shining_a_Light_on_AAC.pdf">https://www.communicationmatters.org.uk/wp-content/uploads/2019/01/2013_Shining_a_Light_on_AAC.pdf</a>	

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,392.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions to support sensory, social and emotional development delivered by level 2 and 3 TAs that supports high-quality teaching	Where TAs are working individually with pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions. Used in this way, research shows that TAs delivering targeted interventions can have +3/4 months impact.	1,2,3,4,5
Increased access to counselling for pupils	<a href="#">Best use of TA report</a> Although limited, research demonstrates social and emotional learning approaches can also have a +4-month gain.	
Application for headstart award	<a href="#">SEL report</a>	

Further investment in access to sensory/therapeutic spaces (e.g. installation of sensory room at Brambles, access to PPA sensory, minibus lease)	A large body of literature indicates that pupils with sensory integration disorders (SID) and learning disabilities (LD) benefit from sensory integration therapy (SIT) and multisensory activities (Ayres, 1979; Longhorn, 1988; Cheatum and Hammond, 2000; Bundy et al, 2002; Reynolds and Reynolds, 2010).	1,2,3,4,5
Increase access to varied and rich experiences to support the development of language and communication for all	All evidence linked to development of language acquisition, Early literacy and communication support this action.  (action includes minibus lease/additional staff training to drive bus/ music teacher/EVOLVE)	1,2,3,4,5
Granular focus on attendance data supported by case studies, increased engagement with families and regular discussion at SLT level	The DfE analysis below looks at the attainment of pupils at the end of KS2 and KS4 and the absence each pupil accrued across the whole key stage. This highlights the importance of good attendance as higher overall absence across a school career leads to lower attainment and progress. Pupils with a high persistent absentee rate are less likely to stay in education.	3,4,5
Appointment of Pupil and Family Support Advisor to add capacity to the pastoral and welfare team (will also support attendance)	<a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a>	1,2,3,4,5
Re-introduction of workshops for families, parents and carers. Workshops to be focused on a range of academic, therapeutic and wellbeing areas.	Based on extensive research, parental engagement has a positive impact on average of +4 months' additional progress. <a href="#">Parental engagement</a>	
Re-introduction of stay and share sessions		
Development of home/academy communication books		

**Total budgeted cost: £101,136.54**

## 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.

<b>Number of pupils on a semi-formal/+ pathway eligible for PP who have met and exceeded PIVATS targets (generated by CASPA)</b>		
<b>2020 - 2021</b>	Pupils eligible for PP (23/22)	Pupils not eligible for PP (12)
N of pupils on track to achieve targets in reading	78% (18/23)	91% (11/12)
N of pupils on track to achieve targets in writing	95% (22/23)	75% (9/12)
N of pupils on track to achieve targets in speaking	86% (19/22)	91% (11/12)
N of pupils on track to achieve targets in listening	86% (19/22)	91% (11/12)
N of pupils on track to achieve targets in maths	91% (21/23)	58% (7/12)
N of pupils on track to achieve targets in SSM	87% (20/23)	83% (10/12)
N of pupils on track to achieve targets in UA	87% (20/23)	83% (10/12)
<b>Impact statement 2020 - 2021</b>		
<b>Aim</b>	<b>Evidence of impact</b>	
Improved levels of language and communication	<ul style="list-style-type: none"> <li>Pupils made good progress in their language and communication development across the academic year 2020-2021. 86% of disadvantaged pupils on the semi-formal pathway achieved or exceeded their PIVATS target in speaking and listening.</li> <li>Case studies for pupils measured on MAPP shows that they made very good progress in communication.</li> <li>Communication was a focus of all remote learning across the academic year and pandemic.</li> <li>Pupils across the academy have had increased exposure to new language and vocabulary through a well-developed curriculum (evidenced through knowledge organisers, communication boards, stories used etc). To further develop this, specific focus on language and vocabulary acquisition across all pathways will be a focus in 2021-2022.</li> </ul>	
Improved speaking, oracy and listening skills	<ul style="list-style-type: none"> <li>Pupils made good progress in their language and communication development across the academic year 2020-2021. 87% of disadvantaged pupils on the semi-formal pathway achieved or exceeded their PIVATS target in speaking and listening.</li> <li>'Talk for Writing' approaches in semi-formal teaching groups can be evidenced through monitoring, this will continue next academic year. It will also be adapted to be used in informal and EYFS groups.</li> <li>SaLT therapy CPD has resulted in increased access across the academy and will form part of ongoing tuition and interventions next year.</li> <li>Pupils had increased access (as far as was possible with national restrictions) to a range of experiences and opportunities through the minibus lease. In 2021-2022 we will develop this further with partici-</li> </ul>	



	pation in trust events, activities such as swimming, horse-riding, therapy dog visits etc.)
Improved progress in the area of shape, space and measure	<ul style="list-style-type: none"> <li>• 87% of pupils on the semi-formal pathway achieved their PIVATS target.</li> <li>• Monitoring shows that SSM has been more visible in the academy but work on this and maths will be a priority 1 area for the academy in 2021-2022</li> </ul>
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"> <li>• Pupils have regular access to sensory integration therapies.</li> <li>• Staff are confident with delivering sensory integration therapies.</li> <li>• For the vast majority of targeted pupils there have been reduced incidents of significant behaviour recorded on CPOMs. Where there have been changes in presentation linked to the pandemic and other aspects, further personalised support has been implemented and this will continue to be an area for development in 2021-2022. Additional level 2 TA support will offer access to education and learning environments allowing teachers to focus on teaching and learning and ensuring all academic, therapeutic and SEL needs are catered for.</li> <li>• Monitoring demonstrates pupils are focused and able to access learning</li> <li>• Pupils across the academy made good progress against individual targets (see data held in the academy).</li> </ul>
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"> <li>• Whole school attendance was 93.5%. This was a very good outcome given the pandemic and significantly higher than special schools nationally (89.9%).</li> <li>• PA was 21.6%, significantly lower than special schools nationally (28.8%)</li> <li>• Families have been signposted to services and referrals were timely and led to effective support from external agencies and the academy pastoral and welfare team.</li> <li>• A Pupil and Family Support Advisor will be appointed for September 2021 to add capacity to this team.</li> </ul>

## Externally provided programmes

Programme	Provider
Sensory Integration Therapy	Treetops Occupational Therapists
Movement skills	Madeline Portwood
BLAST	Developed in Stockton
Art therapy	The Paul Hamlyn Foundation
MFC career/enterprise	Middlesbrough Football Club
Counselling	Time for You

## Further information (optional)

To support the growing needs related to ASD within the academy community, this year we are beginning the application process for autism accreditation – this will allow us to audit and reflect on existing good practice and build on this using appropriate expertise in partnership with others.

The academy is funding two places on the early bird training this academic year run by the national autistic society. This will give us an initial three-year license to run the training allowing us to offer increased support for families.

The academy places great value on preparation for adulthood (PfA) and ensures this is featured across the curriculum in all pathways. This academic year, we will develop PfA further ensuring visibility and understanding of the early skills we teach in supporting the PfA agenda e.g. turn taking, making choices, early communication, independence, enterprise and resilience. We are also working on developing partnerships with other settings and organisations to offer work experience to our year 5 and 6 pupils. In partnership with Middlesbrough Football Club, our year 5 and 6 pupils are also accessing MFC foundation primary careers and enterprise programme.

The academy understands the importance of staff wellbeing at all levels to support progress of the academy and pupils. Staff have access to a comprehensive wellbeing package through the trust insurance scheme and this has been well accessed and been of benefit to many. Wellbeing of staff is a regular agenda item at SLT and the academy mental health leader is developing ways to further support staff wellbeing alongside pupils.

To add capacity and depth to the already established approach to pupil mental health, (through a focus on healthy minds, physical wellbeing and healthy lifestyles), the mental health lead is accessing the DfE funded training and development and will complete a masters this year.

To support the areas of communication, language acquisition and therapeutic approaches, the academy has formed a partnership with the national dog therapy charity.

We are currently restoring a garden area on the site of the new building in partnership with the Friends of Nature's World. We hope that in the spring, the children can visit this and work alongside students from other settings to plant, grow and harvest a range of produce.