

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

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This statement details our school's use of pupil premium 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 Academy
Number of pupils in school	91 (March 2025)
Proportion (%) of pupil premium eligible pupils	57 (63%) (March 2025)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-2026
Date of strategy commencement	01/09/2025 (updated)
Date this statement was published (updated version)	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emily Hopkins-Hayes
Pupil premium lead	Tony Leigh
Governor / Trustee lead	Tiff Wall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,595
<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	£62,595

# Part A: Pupil premium strategy plan

## Statement of intent

Discovery Academy are committed to removing barriers facing disadvantaged pupils.

Our objectives are as follows:

- Raising aspirations for a successful life and career
- Improving attendance
- Giving access to leisure and wellbeing activities for social and emotional Self-regulation.
- Supporting disadvantaged learners with mental health diagnoses and issues.
- Targeting gaps and lost learning through QFT and interventions
- Improving Functional Literacy and Numeracy skills – Reading and Spelling ages to ensure learners can access all aspects of our curriculum.
- Foster a culture of belonging and safety for disadvantaged pupils.

At Discovery Academy, we use research to inform all of our practices, including the how to use PP funding to make maximum impact as efficiently as possible. We use the EEF tool kit to inform our teaching, targeted academic support and wider strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Low aspirations for life and career
2	A lack of access to leisure and wellbeing activities for social and emotional Self-regulation.
3	Mental health diagnoses and related issues
4	Low functional literacy and numeracy skills Reading and Spelling below chronological ages meaning learners have difficulty accessing aspects of our curriculum.
5	Learners' experience of belonging and safety. Traumatic pasts leading to unsafe behaviour inside and outside of school

## Disadvantage Gaps to be addressed through funding

This explains the contextual information from internal academic data for individual cohorts. The data below identifies gaps to be addressed through the funding strategy.

	Cohort Averages – Reading, Spelling, Sentence Comprehension and Mathematics Computation					
	Pupil Premium (PP)	Child in Care (CiC)	Previously Child in Care (PCiC)	Special Guardianship Order (SGO)	Severely Absent (SA)	Child in Need (CIN)
Yes	BA	LA	WBA	WBA	BA	WBA
No	LA	BA	BA	BA	BA	BA

Level Code	Level Descriptors
VL	Very low
WBA	Well below average
BA	Below average
LA	Low average
MA	Mid average
HA	High average
AA	Above average
WAA	Well above average
VH	Very high

## 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.

Teaching	
Intended outcome	Success criteria
Improved pupil progress <i>Key focus on CiC, PCiC, SGO, SA and CIN</i>	TrackAble (FKA SOLAR) data will show a greater percentage of PP students making expected or better progress in both their academic studies and against targets in the EHC-Plan
Supporting our pupils to be ready for life	Careers education planning will show work with students in all years. Including experiential learning opportunities and applying learning to real life situations.  Destinations measures will again be strong. Student involvement in target setting will be increased.
Increased engagement in learning and improve concentration and participation through Quality First Provision <i>Key focus on CiC, PCiC, SGO, SA and CIN</i>	TrackAble data will show improved engagement and progress towards individual targets

Individualised support plans	EduKey - Provision Maps will show range on interventions in place for CYP in need of additional support. TrackAble will show measure progress against academic and EHCP Targets
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<b>Targeted Academic Support</b>	
<b>Intended outcome</b>	<b>Success criteria</b>
CPD for all staff joining the organisation focused Autism/SEMH/CiC/Trauma	<p>Tailored and comprehensive CPD programme for the academic year developed and delivered by internal and external specialists</p> <p>All staff joining the organisation will access CPD trauma informed training as part of their induction into the school</p> <p>CPD delivered by Clinical Psychologist and Educational Psychologist</p>
Access to ICT on site and remotely	<p>Positive engagement with:</p> <ul style="list-style-type: none"> <li>Ed-Class</li> <li>Bedrock Literacy</li> <li>Mathletics</li> <li>Read Write Inc</li> </ul> <p>Improved Resources:</p> <ul style="list-style-type: none"> <li>Student Laptops and Tablets</li> <li>Specialist ICT Equipment</li> <li>An extended range of online resources to enhance learning on and off site</li> </ul>
Improve functional literacy including reading and spelling <i>Key focus on CiC, PCiC, SGO, SA and CIN</i>	More PP children make at least expected progress against both academic and EHCP targets (TrackAble – holistic progress tracking)
Improve functional numeracy <i>Key focus on CiC, PCiC, SGO, SA and CIN</i>	More PP children make at least expected progress against both academic and EHCP targets (TrackAble – holistic progress tracking)
Improve engagement in the academic curriculum <i>Key focus on CiC, PCiC, SGO, SA and CIN</i>	<p>Increased choice of qualifications to reflect interests and aspirations</p> <p>Improved results in external qualifications for PP students and against their individual targets</p>
Improve progress across the curriculum	More PP children make at least expected progress against both academic and EHCP targets (TrackAble – holistic progress tracking)
Improve Staff CPD with a focus on curriculum sequencing and curriculum journey	The curriculum is sequenced in order to allow our most vulnerable learners to build knowledge and skills over time with a focus on recall, retention and application.

Wider Strategies/Outcomes	
Intended outcome	Success criteria
Improve engagement in leisure and wellbeing activities	A variety of special interest groups to be run with equipment to be provided. Activities including lunch time clubs, music lessons, swimming lessons and other extra-curricular activities including residential trips.
Improved self-regulation for social and emotional issues	<p>Clear programmes of support in place overseen by OT and SaLT</p> <p>Pastoral teams have planned interventions for key students as a result of the therapies triage forums and SDQs</p> <p>Pods and outdoor spaces to be improved based on the needs of the learners and pupil voice</p>
Improve attendance	<p>Inclusive Attendance incentives based on the needs of the individual and research-based practices</p> <p>Class Charts Rewards used to recognise improved attendance and increased engagement</p> <p>Vulnerable learners panel meets regularly to discuss interventions for individuals (Triage Forums)</p> <p>Improved relationships with families for those at risk of or with persistent absenteeism</p> <p>Support for families including community outreach and home visits</p>
Use of alternative Provisions	All learners access education in a setting that meets their needs

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

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

Budgeted cost: £18,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	<p>By raising awareness of barriers to learning, staff are better equipped to support learners in class and through targeted interventions. CPD will include:</p> <ul style="list-style-type: none"> <li>- Positive Behaviour Support</li> <li>- Inclusive Practice</li> <li>- Inclusive Attendance</li> <li>- Contextual Safeguarding</li> <li>- Academic Support</li> </ul>	2, 3, 5
Staff CPD Curriculum	Well designed and carefully sequenced curriculum will allow our most vulnerable learners build knowledge and skills over time – <b>Recall, Retention and application</b>	2, 3, 5
Robust ECT support programme to improve Quality First Teaching	Ensuring quality first provision by having qualified and experienced teachers in all subject areas	1, 4, 5
Forest School Level 3 Training (CPD)	Outdoor Adventure Learning <a href="#">LINK</a> Physical Activity <a href="#">LINK</a> Social and Emotional Learning <a href="#">LINK</a>	2, 3, 5
WRAT Lead Training for Staff	Oral Language Intervention <a href="#">LINK</a> Phonics Intervention <a href="#">LINK</a> Phonics training for all in class support staff	4
Staff CPD: Incredible 5 PS & Zones of Regulation	Social and Emotional Learning <a href="#">LINK</a>	1, 3, 5
Live Class Marking and Regular Formative assessment  TrackAble (FKS SOLAR) and Provision Map tracking to capture academic and non-academic progress made by pupils	<p>Feedback <a href="#">LINK</a>  Evidence seen through learning walks and observations documentation</p>	1, 3, 5

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

Budgeted cost: ££18,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading on the curriculum  <i>Key focus on PP, PCiC, SGO and CIN</i>	We have embedded reading as a daily activity in our whole school curriculum. Reading Comprehension (through our guided reading curriculum) is identified as a key factor in closing the progress and attainment gap by EEF. Please see the following <a href="#">LINK</a> Oral Language Intervention <a href="#">LINK</a> We have an ever-Increasing range of reading materials	4
Book fair engagement – a book for every child	Books purchased for all vulnerable learners from the visiting book fair	4
Engaging activities in curriculum areas	Engaging activities have been used in previous years to engage learners in the curriculum. Often these activities are related to the topics delivered but have a degree of separation. This allows learners to link learning and work towards fun activities.  For example: <ul style="list-style-type: none"> <li>- Theatre group visits (related to core topics)</li> <li>- Swimming Lesson (in addition to our core offer)</li> <li>- Residential trips</li> <li>- Use of VR</li> <li>- Guest Speakers</li> <li>- PSHE Awareness groups</li> </ul>	1, 2, 3, 5
Literacy intervention – To include 1:1, groups and class based activities to ensure that it is fully embedded  <i>Key focus on PP, PCiC, SGO and CIN</i>	The EEF indicates that Phonics/Literacy intervention has significant impact in closing the gap and low costs for implementation. Please see the following <a href="#">LINK</a> to EEF	4
Functional Numeracy Intervention  To include 1:1, groups and class-based activities to ensure that it is fully embedded	Numeracy intervention is used for learners that have experienced lost learning or are below their expected age-related targets (national curriculum).	4

Self-regulation and understanding through targeted interventions	TAs and HLTA's used to deliver in class interventions. This is time for learners to explore their own EHCP and academic targets. This promotes self-regulation. Please see the following <a href="#">LINK</a> to EEF	3, 4, 5
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<p>1:1 Tuition (in person or virtual) EdClass  <i>Key focus on PP, PCiC, SGO and CIN</i></p>	<p>1:1 To be used to support learners in need of additional academic and emotional support. Please see the following <a href="#">LINK</a> to EEF</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (EEF) <a href="#">LINK</a></p>	3, 4
<p>Theatre Trips and Enrichment activities linked to the curriculum</p>	<p>Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds (EEF). <a href="#">LINK</a></p>	1, 2, 5
<p>Revision Guides and additional learning resources</p>	<p>Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum (EEF) <a href="#">LINK</a>.</p>	4

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

Budgeted cost: £25,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted alternative provision for our most vulnerable learners  <i>Key focus – Persistent and Severely Absent cohorts (PA &amp; SA)</i></p>	<p>Learners accessing alternative provision will be able to continue with their education if not accessing provision at Discovery Academy. This will ensure they continue to have their individual needs met.</p>	1, 2, 3, 4, 5
<p>Lunch Clubs e.g. Arts, Games, Teamwork activities including</p> <ul style="list-style-type: none"> <li>• Candle Making</li> <li>• Mindfulness/Yoga Club</li> <li>• Sports Clubs</li> <li>• Dance Clubs</li> <li>• Board Games</li> </ul>	<p>Art Participation &amp; Candle Making Craft Club <a href="#">LINK</a></p>	1, 2, 3, 5

<ul style="list-style-type: none"> <li>• Coding Club</li> <li>• Therapy Clubs</li> <li>• Gardening Club</li> </ul>		
First News subscription	Linking reading to current affairs and debate topics to enhance reading and communication opportunities <a href="#">LINK</a>	4
Music Lessons/Therapy	Music lessons have been successful in raising aspirations and improving engagement based on personal interests being encouraged	1, 2, 3
THRIVE	Social and Emotional Learning <a href="#">LINK</a>	2, 3, 5
Mindfulness	Social and Emotional Learning <a href="#">LINK</a>	2, 3, 5
Raising Aspirations	Aspirational Interventions <a href="#">LINK</a>	1, 3
Attendance Initiatives	All learners can access a broad yet tailored curriculum at Discovery. Attendance is key for engaging disadvantaged learners and closing the progress/attainment gap	1, 2, 3, 4, 5
External Attendance Support	Warwickshire Attendance Services	3, 4, 5
Food and Cooking Lessons/Resources	Aspirational Interventions <a href="#">LINK</a>	1, 2
Duke of Edinburgh Award	Outdoor Adventure Learning <a href="#">LINK</a> Physical Activity <a href="#">LINK</a>	1, 2, 3, 5
Compassionate Schools	Social and Emotional Learning <a href="#">LINK</a> Behaviour Intervention <a href="#">LINK</a>	2, 3, 5
Discovery-ME school Café	Aspirational Interventions <a href="#">LINK</a>	1, 2, 3, 4, 5
Offsite PE/Leisure activities	Outdoor Adventure Learning <a href="#">LINK</a> Physical Activity <a href="#">LINK</a>	1, 2, 3, 4
Residential trips for each phase	Outdoor Adventure Learning <a href="#">LINK</a> Physical Activity <a href="#">LINK</a>	1, 2, 3, 4
CPOMS to track vulnerable learners	Increase our awareness of our vulnerable learners in order to plan and implement targeted support	1, 2, 3, 4, 5
Equine Therapy for vulnerable learners	Physical Activity <a href="#">LINK</a>	2, 3, 5
Clinical Psychology	Supportive interventions to prevent placement breakdown and better understand challenges facing our families	3, 5
Environmental audits and recommendations for support such as seating for pupils with proprioceptive or postural needs in order	Social and Emotional Learning SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community (EEF).	2, 3, 5

to increase attention and focus in the nurture provision.	School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning (EEF) <a href="#">LINK</a>	
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**Total budgeted cost:** £62,595

## Pupil premium strategy outcomes

2022/23

### Teaching

- 71% of our year 11 leavers cohort were Pupil Premium
- SOLAR introduced to live track progress and give a better understanding of knowledge and skills gaps
- Enhanced curriculum offer due to QTS teacher training in Music, Design Technology and Creative Subject
- Additional vocational subjects included to widen our curriculum offer
- English Literature delivered to a wider cohort (in addition to English Language)
- Excellent progress made in relation to improved reading ages

### Targeted Interventions

Successful visits throughout the academic year including;

- Provision Map (EduKey) used to track interventions and provisions put in place to support CYP
- 77% of PP leavers achieved their target grade in English
- 75% PP pupils leavers achieved L2 home Cooking BTEC
- Targeted 1:1 interventions ran successfully throughout the year
- Extra-curricular online tutoring offered to and accessed by vulnerable learners

### Wider Strategies

- Successful Residential trip to PGL
- Wide range of leisure activities accessed by PP pupils
- All PP learners accessed home cooking lessons without needing to contribute to or provide ingredients
- Drum therapy used to engage vulnerable learners

## 2022/23 Examination Results

English	Achieved Target Grade	Exceeded Target Grade
PP	77%	13%
NPP	50%	25%

Maths	Achieved Target Grade	Exceeded Target Grade
PP	55%	0%
NPP	50%	25%

Science	Achieved Target Grade	Exceeded Target Grade
PP	55%	13%
NPP	50%	0%

All PP students engaged in offsite PE opportunities and Forest schools.

All PP students engaged in weekly cookery (75% PP/ 75%NPP school leavers achieved L2 BTEC in Home Cooking)

All PP learners had daily reading as part of their standard curriculum offer

2023/24

## Teaching

- All teachers have QTS or are in active training to gain QTS
- Teaching observed through Ofsted achieved for Quality of Education
- Teaching was enhanced through experiential opportunities
- Robust CPD programme delivered throughout the academic year
- Evidence for Learning used to capture non-academic learning activities
- SOLAR embedded to live track progress and give a better understanding of knowledge and skills gaps
- Enhanced curriculum offer due to QTS teacher training and robust support for ECTs
- Additional vocational subjects included to widen our curriculum offer
- English Literature delivered to a wider cohort (in addition to English Language)

## Targeted Interventions

Successful visits throughout the academic year including;

- Provision Map (EduKey) used to track interventions and provisions put in place to support CYP
- 61% of PP leavers **achieved** their target grade in English
- 46% of PP leavers **exceeded** their target in English

- 100% PP pupils leavers achieved L2 home Cooking BTEC
- Targeted 1:1 interventions ran successfully throughout the year both in person and through Ed-Class
- Extra-curricular online tutoring offered to and accessed by vulnerable learners through Empowering Learning and Ed-Class

### **Wider Strategies**

- Our second successful residential trip to PGL
- A vast suite of extra-curricular activities and trips
- A robust daily suite of lunch clubs and activities
- Wide range of leisure activities accessed by PP pupils
- Swimming embedded into our physical activity curriculum
- Sports coaches delivering wide ranging sports activities in school
- All PP learners accessed home cooking lessons without needing to contribute to or provide ingredients
- Drum therapy used to engage vulnerable learners
- DJ Therapy for vulnerable learners
- L2 Mechanics course delivered through an offsite partnership

### **2023/24 Examination Results**

<b>English</b>	Achieved Target Grade	Exceeded Target Grade
PP	61%	46%
NPP	73%	18%

<b>Maths</b>	Achieved Target Grade	Exceeded Target Grade
PP	30%	15%
NPP	62%	18%

<b>Science</b>	Achieved Target Grade	Exceeded Target Grade
PP	58%	33%
NPP	76%	13%

2024/25

83% of our year 11 leavers cohort were Pupil Premium (13 learners)

### **Targeted Interventions**

Successful visits throughout the academic year including;

- Provision Map (EduKey) used to track interventions and provisions put in place to support CYP including individual Positive Behaviour Support Plans

- 86% of PP leavers on a formal pathway achieved their target grade in English
- 86% of PP leavers on a formal pathway achieved their target grade in Maths
- 57% of PP leavers on a formal pathway achieved their target grade in Science
- 86% of PP learners following a formal pathway achieved at least 5 Level 1 Qualifications including English, Maths and Science
- 78% of PP learners (Year 11 and P16) achieved L2 Home Cooking

## **Wider Strategies**

- Second Successful Residential trip to PGL
- Wide range of clubs and leisure activities accessed by PP pupils
- 78% of PP learners (Year 11 and P16) accessed home cooking lessons without needing to contribute to or provide ingredients
- Drum therapy used to engage vulnerable learners
- Engagement in Royal Shakespeare Company workshops and performances
- Bespoke work experience offered for all KS4 & Post 16 school leavers
- Wide ranging inspirational speakers and visitors throughout the academic year
- Wide ranging and diverse trips and visits to raise aspirations
- Ready for Life curriculum embedded into all key stages

## 2024/25 Examination Results

<b>English</b>	Achieved Target Grade	Exceeded Target Grade
PP *(Formal Pathway)	86%	29%
NPP *(Formal Pathway)	100%	83%

<b>Maths</b>	Achieved Target Grade	Exceeded Target Grade
PP *(Formal Pathway)	86%	57%
NPP *(Formal Pathway)	83%	83%

<b>Science</b>	Achieved Target Grade	Exceeded Target Grade
PP *(Formal Pathway)	71%	57%
NPP *(Formal Pathway)	83%	50%

\*Formal Pathway – Learners accessing classroom-based learning on a pathway towards GCSE/BTEC qualifications.

2 learners followed a semi-formal pathway achieving AQA Awards, entry level and functional skills qualifications

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme & Subscriptions
Mathletics
Track-Able (FKA SOLAR)
News First
Class Dojo
IDL Literacy
Evidence for Learning
TeachIT (Science/Maths/History/English)
Twinkl
White Rose Maths
Widget/In Print
Computer Science UK
Bedrock Learning (Literacy and Numeracy)