



## The Discovery School

### Pupil Premium and Recovery Premium Funding 2025/26

This statement details our school's use of the Pupil Premium Grant (and Recovery Premium for the 2025 to 2026 academic year) to help improve the attainment of our disadvantaged pupils.

The Pupil Premium Grant (PPG) is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who receive a Free School Meal (FSM); those looked after by the local authority (CIC) and the children of armed service personnel.

This statement 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.

All schools are required to report on the amount of funding they have received and how the money is being used to help narrow the gap in achievement for disadvantaged children.

The report below 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. It is intended to inform you about the things we have done in school to support disadvantaged pupils. In addition to the interventions listed, all staff implement strategies that do not incur a cost e.g. quality first teaching and daily quality feedback to children on how well they have worked and what they need to do next in order to improve.

School Overview	
Detail	Data
Number of pupils in school	635
Proportion (%) of pupil premium eligible pupils	9%
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	27 <sup>th</sup> October 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Annabel Cornall – Chair of Governors
Pupil Premium lead	Tina Gobell - Headteacher
Governor lead	Annabel Cornall - lead for Disadvantaged Pupils

## Pupil Premium Strategy Plan

### Statement of Intent

All members of staff and the governing board accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

We will consider the challenges faced by all disadvantaged pupils, including those who have special educational needs, have a social worker, are young carers or who are socially disadvantaged. The support we have outlined in this statement is also intended to support all children, regardless of whether they are disadvantaged or not.

We expect that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential, now and in the future.

In line with the Strategic School Improvement Plan, a significant proportion of the funding will be spent on supporting children with accessing the core knowledge and skills needed to succeed in English and Mathematics. Without the skills, knowledge and expertise needed in these core areas, there will be a barrier to accessing the full curriculum. High-quality, adaptive practice in teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Children's key stages of development are also a focus at The Discovery School.

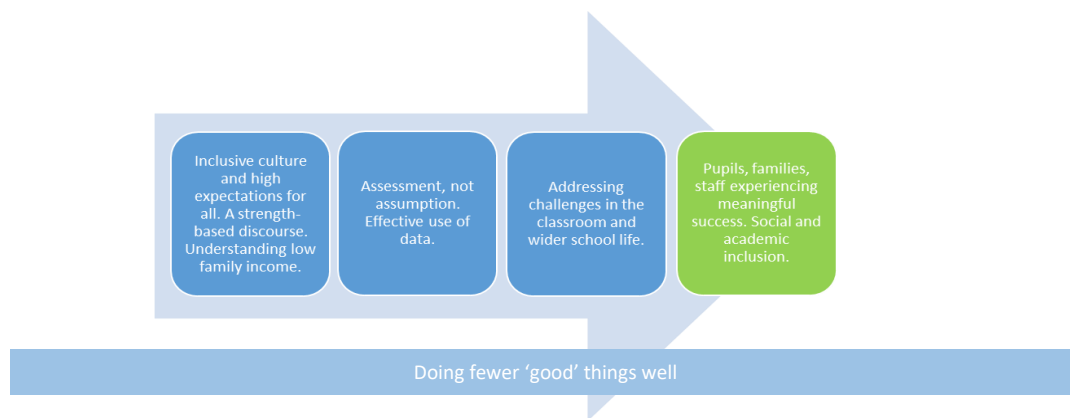
Our strategy will follow a continuous, cyclical four-step approach:

1. Diagnosis of our children's challenges and needs
2. Strong research evidence which underpins our chosen strategy for support
3. Implementation of our chosen strategy
4. Monitoring and evaluation

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Early identification of any barriers to learning for children, but particularly for those that experience disadvantage, is paramount. Identification includes holistic barriers, such as social, emotional, and mental health challenges, as well as the social exclusion that can be experienced when living in an affluent area. The Inclusion Team and the Social, Emotional and Mental Health Team will support staff in identifying how children can be best supported and will plan accordingly.

Our approach will be inclusive and responsive to common challenges and individual needs, rooted in robust diagnostic assessment, quality first teaching and underpinned by best practice and recognised research.



To ensure our strategy is effective, we will:

- Ensure we have an inclusive culture, which advocates a strength-based discourse
- Foster a culture of high expectations, which ensures disadvantaged pupils are challenged in the work that they are set
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what can be achieved
- Implement robust assessment systems – *assess, not assume*
- Act early to intervene at the point need is identified, both in the classroom and in wider school life
- Enable a community of social and academic inclusion
- Seek to do fewer things, but to a high standard, and with maximum impact



## The Discovery School

### Pupil Premium and Recovery Premium Funding 2025/26

#### Section 1: Funding

Funding Overview	
Total number of pupils on roll (September 2025)	635 Pupils
Total number of pupils eligible for Pupil Premium Funding	55 pupils
Total amount of Pupil Premium Funding allocated (2025 – 2026)	£81,290
Total amount of PPG carried forward (2024 – 2025)	£1,648
Total PPG funding available (2025-2026)	£82,938
Total amount PPG remaining 2025-2026	£81,717 allocated £1221 remaining as a contingency fund

Provision and expenditure review - Term 1 September 2025

Next review – April 2026

Signed:

(Chair of Governors)

Date: 27<sup>th</sup> October 2025



### Section 2: Planning & implementation

#### Objectives in spending PPG 2025/26

1. Ensuring all children are effectively supported in overcoming any barriers to learning that have been identified:

- Ensure that a range of structured teaching strategies and adaptations support effective, independent learning, specifically for those children that are disadvantaged. The most effective strategies give staff the capacity, expertise, knowledge and support to help our pupils to thrive.
- Develop pedagogy so that support is highly effective, always remembering that *'the practitioner IS the intervention'*.
- Ensure a language rich learning environment and a placing a high emphasis on high quality oracy skills – *speaking/listening/presenting/debating/thinking*
- Ensure that our disadvantaged children achieve in line with their non-disadvantaged peers nationally in reading, writing and mathematics (combined core subjects) at the end of KS2.
- Ensure that all disadvantaged pupils achieve expected or greater than expected progress in core subjects from relative starting points.
- Ensure that disadvantaged children are enabled to attend school regularly with attendance levels above 95%, with none that are persistently absent (where medical needs do not present)
- Ensure that disadvantaged children access learning activities that enhance their emotional well-being
- Ensure that disadvantaged children access extra-curricular opportunities
- Ensure that disadvantaged children are able to deepen their Cultural Capital

2. Ensuring our youngest children are equipped with the knowledge, skills and foundational learning blocks they need to thrive, specifically:

- Phonics – disadvantaged children in Year 1 to achieve in line with non-disadvantaged children nationally.
- 100% of disadvantaged pupils in EYFS to make expected or better than expected progress from relative starting points.
- Ensure that the EYFS curriculum is adapted effectively to ensure that a range of structured teaching strategies and adaptations support effective, learning, specifically for those children that are disadvantaged, have SEND or delayed developmental needs.

3. Ensuring that all children that are identified as disadvantaged in our school, are supported in belonging to a socially inclusive school community. No child will feel excluded because of their social circumstances.

Further information
Additional activity
<p>Our pupil premium strategy will be supplemented by additional activity that is not funded by the Pupil Premium.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</li> <li>• Regular fully funded Forest School will be offered to all pupils in EYFS and KS1. Research shows that children's academic attainment, social development, and emotional well-being increase as a result of Forest School, in particular, how social interactions in Forest School support emotional resilience which in turn support academic attainment <a href="https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/">https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/</a></li> </ul>

### Planning, implementation, and evaluation

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data, including assessments, book looks and conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also used the Sutton Trust <https://www.suttontrust.com/our-research/> and EEF <https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

We used this information to aid identification of continued challenges faced by some of our children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We used the EEF's <https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding> to inform our decision making in allocating resources.

We have put a robust evaluation framework in place for the duration of our plan and will adjust it over time to secure better outcomes for pupils and further narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

### Summary of the main barriers to learning faced by eligible pupils

- \* Lack of access to extracurricular learning due to financial pressures
- \* Social exclusion arising from economic disadvantage, negatively affecting cultural capital
- \* Parentally condoned absence, resulting in a negative impact on attendance for some pupils
- \* Emotional Based School Avoidance (EBSA) arising from SEMH difficulties
- \* External pressures on family life which impacts upon parental support and available time for some pupils
- \* Lack of early learning opportunities that promote collaborative learning and problem solving
- \* Lack of early learning opportunities that promote language development
- \* Low levels of social, emotional, mental health and well-being

Key challenges to achievement that we have identified among our disadvantaged pupils	
Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS1 in general, and are more prevalent among our disadvantaged pupils than their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice">https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice</a></p>
2	<p>Assessments, observations, and discussions with teachers suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>
3	<p>Assessments indicate that mathematical attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a></p>
4	<p>Our assessments and observations indicate that the mental health and wellbeing of many of our disadvantaged pupils is affected to a greater extent than for other pupils. These findings correlate with national studies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges are exacerbated within our school demographic, with many of our disadvantaged children and families experiencing social isolation and exclusion.</p> <p><a href="https://researchschool.org.uk/unity/news/understanding-the-impact-of-low-family-income-on-pupils">https://researchschool.org.uk/unity/news/understanding-the-impact-of-low-family-income-on-pupils</a></p>
6	<p>In 2024-2025, attendance for disadvantaged pupils was lower than that of non-disadvantaged pupils.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</a></p>



### Intended Outcomes 2025 - 2026

*How we will spend the pupil premium, the reasons for this approach and the outcomes we are aiming for by the end of our current strategy plan.*

Intervention	Cost	Intended outcome	Success criteria
Precision and Pre-teaching oracy and vocabulary – daily	TA support - £9,999	To ensure that gaps in learning are quickly addressed to secure better than expected progress.	Assessments and observations indicate significantly improved outcomes, with disadvantaged pupils achieving in line with their non-disadvantaged peers. This is evident when triangulated with other sources of evidence, including statutory assessments, formative assessment, engagement in lessons, book scrutiny and pupil voice.
Year 1 Literacy and Numeracy support – daily	TA support - £4,166	To ensure that those PPG pupils that did not reach a GLD in FS make accelerated progress so that they are achieving in line with their peers at the end of Year 1	KS2 reading outcomes will show that 75% disadvantaged pupils met the expected standard and 15% met the higher standard.
Individual phonics tuition– daily	Additional CT support - £4,166 Licences - £125	To ensure that 100% of children reach the phonics threshold by the end of KS1	KS1 phonics outcomes will show that 100% disadvantaged pupils (without SEND) met the phonics threshold by the end of KS1.
ELSA training and intervention Social Interventions Groups – daily	CPD - £300 HLTA- £4,512	To develop emotional resilience	Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
KS1 Additional speech and language intervention – daily	Additional HLTA support - £6,281  Licences - £760	To ensure identified pupils receive targeted support in language development	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence and robust formative & summative assessment.

Intervention	Cost	Intended outcome	Success criteria
Online reading interventions to increase fluency and stamina in KS2– Reading Plus (270 licences)	Licences - £1487 Electronic devices- £4,800	To ensure that children read with the stamina and fluency required to access a range of challenging texts.	KS2 reading outcomes will show that 70% disadvantaged pupils met the expected standard and 10% meet the higher standard. This will be shown through moderated teacher assessments and end of KS2 statutory assessments
Mental Health and Well-being support - daily EBSA support	Pupil Support Manager- £6,743	To improve parental engagement and attendance (where applicable)	A sustained & significant increase in parental engagement with school  Attendance of disadvantaged children will be =>95%
Additional full-time TA to support disadvantaged children in EYFS	TA support – £15,984  Licence - £209	To ensure that those PPG pupils that did not access pre-school opportunities are supported to make accelerated progress in EYFS	An increase in the % of children completing the EYFS achieving a typical level of development  100% of disadvantaged pupils making better than expected progress for relative starting points
Access to Forest School (EYFS, KS1 and targeted KS2) to enable language development, collaborative working, problem solving and enhanced well-being	CT support - funded from revenue budget	To develop high quality personal development skills and resilience which will positively impact upon learning	Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
Access to extra-curricular opportunities – music tuition and sport	£1,426	To ensure that disadvantaged pupils enjoy enhanced access to cultural and sporting activities and experiences	A sustained & significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be recorded.  Pupil voice will validate a sense of belonging and inclusion.
Boxhall Profile licence	£390	To ensure learning is suitably adapted to support targeted children	Children will be able to successfully access the National Curriculum.
Attendance at Breakfast and After School Club for targeted children	£1,325	To support access to school, particularly late or non-arrival	Attendance of disadvantaged children will be =>95%

Intervention	Cost	Intended outcome	Success criteria
Therapy Dog	£224	To develop emotional resilience	Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
UKS2 Mastery mathematics tuition – 3 x weekly before/after school (30 minutes)  UKS2 mathematics tuition – 3 x weekly before/after school (30 minutes)  UKS2 Writing tuition – 3 x weekly before/after school (30 minutes)	Teacher (QTS) - £4,993  Licences - £3,535	To ensure that disadvantaged pupils are provided with the additional support required to secure learning within the expected standard or higher standard/ greater depth in core subjects	End of KS2 outcomes will show disadvantaged children achieving the expected standard in reading, writing and mathematics, in line with the levels achieved by non-disadvantaged children nationally.
LKS2 focused tuition on acquiring proficiency in times tables.	Teacher (QTS) - £4,993	To ensure that disadvantaged children receive the support required to achieve an average point score that is comparable to that achieved nationally by all pupils.	Disadvantaged children will achieve an average point score that is comparable to that achieved nationally by all pupils.
Subsidised school trips, including Residential stays	£3,800	To ensure that disadvantaged children enjoy the same opportunities outside of the curriculum that non-PPG pupils enjoy	A sustained & significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be recorded  Pupil voice will validate a sense of belonging and inclusion.
CPD – Supporting disadvantaged living in affluent areas – removing social exclusion	£750	To ensure that disadvantaged children are able to swim 25 metres	Disadvantaged children will learn an important life skills
Ensuring high quality teaching of oracy skills and vocabulary acquisition	CPD - £49 CPD - £700	To ensure that disadvantaged children have the vocabulary required to succeed	All pupils will acquire quality oracy skills

Reviewed: 27<sup>th</sup> October 2025

<b>Teaching activity (for example, CPD, recruitment and retention) in this academic year 2025 - 2026</b> <i>How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above</i>		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Purchase of standardized diagnostic assessments and refresher training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3
Embedding oracy opportunities and specific speech and language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding, extend and develop vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
Purchase of additional resources to support our validated phonics scheme to secure stronger phonics acquisition for disadvantaged pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Support for home learning and reading intervention to secure stronger fluency and stamina in reading	Reading Plus is an evidence-based adaptive reading intervention and improvement program with a large research portfolio that demonstrates statistically significant effects on improving pupil outcomes in reading comprehension, fluency and stamina <a href="https://www.readingplus.com/research-results/">https://www.readingplus.com/research-results/</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  CPD to embed key elements of guidance in school and to access Maths Hub resources and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/</a>	3
Use ELSA/Boxhall Profile to secure deeper understanding of how Adverse childhood Experiences (ACES) impact learning	Nurture UK is accredited organisation dedicated to improving the social, emotional, mental health and wellbeing of children, giving them the social and emotional skills needed to do well at school: <a href="https://www.nurtureuk.org/research-evidence/">https://www.nurtureuk.org/research-evidence/</a>	1,2,3,4 Budgeted PP cost: <b>£13,105</b>

<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b> <i>How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above</i>		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Implement a programme to improve speech, listening and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Additional phonics sessions and a precision teaching programme targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with bespoke, additional tutoring to provide a blend of tuition & mentoring for disadvantaged pupils, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2
Targeted mathematics and writing sessions targeted at disadvantaged pupils who require further support in closing any gaps in learning, including those who are high attainers.	National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk/maths-guidance-ks-1-and-2">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/</a> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap</a>	3
Targeted early learning support targeted at disadvantaged pupils who require further support.	Gaps between more affluent children and their peers emerge before the age of 5, so targeted intervention to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early Years Teaching and Learning Toolkit: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a>	1, 2, 3 Budgeted PP cost: <b>£50,582</b>

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

*How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Working Together to Improve School Attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4, 5, 6
<p>Enhanced access to extra-curricular activities such as specialist music and sport tuition, residential stays</p> <p>Access to Forest School (EYFS, KS1 and targeted KS2) to enable language development, collaborative working, problem solving and enhanced well-being</p> <p>Access to daily social intervention groups, facilitated by staff with appropriate training to develop and improve self-regulation</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year. The guidance stresses that effective SEL is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their non-disadvantaged classmates</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</a></p>	4, 5, 6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p> <p>Budgeted PP cost:</p> <p><b>£18,030</b></p>



# The Discovery School

## Pupil Premium Grant 2024/25

### Section 3: Review and evaluation

#### Review of outcomes in the previous academic year

*The impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year*

Assessments during 2024/25 showed that the performance of disadvantaged pupils was in line with non-disadvantaged pupils nationally in EYFS. The positive impact of Forest School provision was evident in our youngest children, with 60% of disadvantaged children in EYFS achieving a Good Level of Development at the end of EYFS (compared with 49% across the Local Authority).

Dedicated support for language development has had a positive impact in 2024-2025, with 100% of disadvantaged children meeting the phonics threshold at the end of KS1.

Whilst a higher % of non-disadvantaged pupils in our school achieved the expected standard in reading, writing and mathematics at the end of KS2 compared to disadvantaged pupils, disadvantaged children (without SEND) in our school attained higher than non-disadvantaged children nationally in all core subjects. The % of all disadvantaged children achieving the expected standard in reading, writing and mathematics in our school was higher than that achieved by disadvantaged children across the Local Authority. This evidences the positive impact of the work undertaken by the school over time. However, the residual attainment deficit between disadvantaged and non-disadvantaged pupils in our school means that this will remain an active focus for the coming academic year.

Overall attendance for disadvantaged pupils in 2024/25 was lower than that of non-disadvantaged children (though higher than that achieved nationally). Our assessments and observations for these children, indicate that absenteeism is negatively impacting upon progress. This is why attendance is a continued focus in our current plan.

<b>Total PPG 2024 - 2025</b>	£90,200
<b>Total PPG expenditure 2024 - 2025</b>	£88,552
<b>Total PPG remaining 2024 - 2025</b>	£1,648

### Expenditure and Impact Report 2024-2025

Objective	Intervention	Cost	Impact
To ensure that gaps in learning are quickly addressed to secure better than expected progress.	Precision and Pre-teaching teaching – daily	TA support - £9,264	Assessments and observations indicate that all disadvantaged children made expected or better progress from relative starting points. However, an attainment gap between disadvantaged children and their non-disadvantaged peers is evident. This will remain a targeted focus of intervention in 2025/2026.
To ensure that those PPG pupils that did not reach a GLD in FS make accelerated progress so that they are achieving in line with their peers at the end of Year 1	Year 1 Literacy and Numeracy support – daily	TA support - £7,226	Assessments showed that those PPG pupils (without SEND) that did not reach a GLD in FS made better than expected progress and achieved a GLD by the end of term 1 in Year 1. By the end of Year 1, these children were achieving in line with their peers at the end of Year 1 in the areas of mathematics and reading. Disadvantaged children with SEND made accelerated progress from their relative starting points in core skills.
To ensure that 100% of children reach the phonics threshold by the end of KS1	Individual phonics tuition– daily	Additional CT support - £4,261	End of KS1 phonics outcomes show that 100% disadvantaged pupils met the phonics threshold by the end of KS1.
To develop emotional resilience	KS1 and KS2 Lunchtime Social Interventions Groups – daily	TA- £2,916	Sustained high levels of wellbeing have been demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>



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To ensure identified pupils receive targeted support in language development	KS1 Additional speech and language intervention – daily	Additional HLTA support - £10,698	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure that children read with the stamina and fluency required to access a range of challenging texts.	Online reading interventions to increase fluency and stamina in KS2– Reading Plus (270 licences)	Licences and electronic devices- £2,783	KS2 reading outcomes showed that disadvantaged pupils in our schools achieved an average score of 110 compared to 107 for non-disadvantaged pupils nationally. 100% of disadvantaged pupils achieved the Expected Standard in reading and 50% achieved the Higher Standard.
To improve parental engagement and attendance (where applicable)	Mental Health and Well-being support - daily Attendance support	Family Support Manager- £1,679	A sustained & significant increase in parental engagement with school has been noted, with 93% of the parents of all disadvantaged children attending parent consultations or other meetings throughout the year.
To ensure that those PPG pupils that did not access pre-school opportunities are supported to make accelerated progress in EYFS	Additional full-time TA to support disadvantaged children in EYFS	TA support – £14,598	100% of disadvantaged pupils made better than expected progress for relative starting points, with 100% of disadvantaged children reaching a Good Level of Development, compared to 69% of all children nationally.
To develop high quality personal development skills and resilience which will positively impact upon learning	Access to Forest School (EYFS, KS1 and targeted KS2) to enable language development, collaborative working, problem solving and enhanced well-being	CT support - £10,530	Sustained high levels of wellbeing have been demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

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To ensure that disadvantaged pupils enjoy enhanced access to cultural and sporting activities and experiences	Access to extra-curricular opportunities – music tuition and sport	£1,297	A sustained & significant increase in participation in enrichment activities among disadvantaged pupils has been recorded, with 92% of disadvantaged pupils engaging in curriculum enhancement and extra-curricular activities.
To ensure learning is suitably adapted to support targeted children	Boxhall Profile licence	£390	Children have been able to successfully access their learning through an increased knowledge and understanding of how adverse childhood experiences (ACES) can impact learning. Through using Mazlo's hierarchy of need, teachers have been able to adapt the learning environment and conditions for learning so that all children have been able to access their learning.
To develop emotional resilience	Therapy Dog	£171	3 out of 4 children who experience EBSA have been successfully supported in attending school full-time.
To ensure that disadvantaged pupils are provided with the additional support required to secure learning within the expected standard or higher standard/ greater depth in core subjects	UKS2 Mastery mathematics tuition – 3 x weekly before/after school (30 minutes)  UKS2 mathematics tuition – 3 x weekly before/after school (30 minutes)  UKS2 Writing tuition – 3 x weekly before/after school (30 minutes)	Teacher (QTS) - £10,371	100% of disadvantaged pupils achieved the Expected Standard in reading and 50% achieved the Higher Standard. 67% of disadvantaged pupils achieved the Expected Standard in writing. 100% of disadvantaged pupils achieved the Expected Standard in mathematics and 17% achieved the Higher Standard.
To ensure that disadvantaged children receive the support required to achieve an average point score that is comparable to that achieved nationally by all pupils.	LKS2 focused tuition on acquiring proficiency in times tables.	Teacher (QTS) - £8,162	Disadvantaged children achieved an average point score of 24/25 (significantly above national).

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To ensure that disadvantaged children enjoy the same opportunities outside of the curriculum that non-PPG pupils enjoy	Subsidised school trips, including Residential stays, extra-curricular clubs, Breakfast and After School Club and subsidised food vouchers.	£4,206	100% of disadvantaged children who wished to, attended school trips, including the Year 6 residential. 92% of disadvantaged pupils engaged in curriculum enhancement and extra-curricular activities.