



**ILMINSTER AVENUE E-ACT ACADEMY
PROPOSED PUPIL PREMIUM SPEND
2018-19**

Background to Pupil Premium funding

School population statistics

Analysis of Data (2018 outcomes)

Expenditure for 2018-19

BACKGROUND TO PUPIL PREMIUM FUNDING

The pupil premium is the government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Ilminster Avenue E-ACT Academy we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The following quotes demonstrate the importance of spending this money wisely:

"Not gender, not ethnicity, not the season of birth, not language, not school, not LA, not religion, not region, not class size, but socioeconomic background is the prime link to attainment. No surprises here for teachers!" (Chief advisor on School Standards at the Department for Children, Schools and Families).

"Schools should be engines of social mobility. They should provide the knowledge and the tools to enable talented young people to overcome accidents of birth and an inheritance of disadvantage to enjoy greater opportunities." (Secretary of State for Education)

Despite having come in at a lower starting point, children at Ilminster Avenue E-ACT Academy in receipt of pupil premium funding have achieved in line with other children at the end of KS2. We put quality first teaching at the heart of all that we do and have incredibly high expectations of all children and staff to ensure that any gaps in attainment are narrowed through consistently good and outstanding progress -in all subjects and across all year groups.

SCHOOL POPULATION STATISTICS

The school is in an area of significant social deprivation as the following comparative data of our school population demonstrates:

Indicator	Ilminster Avenue (2018)	National Average (2018)	Difference
FSM	67.8%	25.2%	+42.6%
Pupils with SEN	19.0%	12.1%	+6.9%
Deprivation Factor	0.47	0.21	+0.26

- Average attainment on entry to the school is well below national average.
- The majority group in the school is White British.
- The school serves an area of high deprivation social deprivation.
- Levels of SEN FSM are high compared to national levels (see table above).
- Many of our children have varied and sometimes complex barriers to learning which may impact on their performance.

Our very high proportions of FSM and PP children have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect. Much of our spend contributes to whole school strategy as a result.

ANALYSIS OF DATA

Daily monitoring, adjustment of teaching and intervention to suit their needs and support for their families ensures that these children do not go below the radar and are at the forefront of our minds. We regularly track the progress of our pupil premium children to ensure that our initiatives are having a direct impact on their results in school. We also regularly monitor attendance, punctuality and behaviour. All the above is reported to the Regional Educational Director and Academy Ambassadors.

These tables show the gap between pupil premium children and non-pupil premium children.

EYFS outcomes	Academy 2018	
	Disadvantaged	Non-disadvantaged
GLD	15/35 - 42%	10/22 - 45%

Year 1 Phonics Outcomes	Academy 2018		National Averages from 2018	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Other
Phonics	19/27 - 70%	11/18 - 61%		

KS1 Outcomes	Academy 2018		National Averages from 2018	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Other
Reading	12/23 - 52%	13/26 - 50%		
Writing	9/23 - 39%	14/26 - 54%		
Maths	11/23 - 49%	16/26 - 62%		

KS2 Outcomes	Academy 2018		National Averages from 2018	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Other
Reading	20/29 - 69%	9/13 - 69%		
Writing	27/29 - 93%	13/13 - 100%		
Maths	27/29 - 93%	10/13 - 77%		
EGPS	24/29 - 83%	12/13 - 92%		
Combined	20/29 - 67%	8/13 - 62%		

E-ACT's Pupil Premium Planned Expenditure 2018-19

Barriers to educational achievement at Iminster Avenue E-ACT Academy:	
1	Reading – comprehension (<i>-1 year below reading age</i>)
2	Reading – phonics (<i>failing phonics test in year 1, year 2</i>)
3	Maths (<i>-1 year below expected standard</i>)
4	Writing (<i>-1 year below expected standard</i>)
5	Attendance (<i><97%</i>)
6	Lacking a positive and healthy start to the day
7	Aspiration (<i>able pupils but only attaining expected levels and not greater depth.</i>)
8	Access to enrichment
9	Mental health/self esteem
10	Social skills and interaction
11	Behaviour
12	Speech and language (<i>significant language deficit/failing SALT assessment</i>)

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information					
School	Ilminster Avenue E-ACT Academy				
Academic Year	2018-19	Total PP budget	£254,065	Date of most recent PP Review	PPMs March 2019
Total number of pupils	310	Number of pupils eligible for PP	186	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths at end of KS2	70%	64%
Progress score in reading	+0.36	0.31
Progress score in writing	+4.56	0.24
Progress score in maths	+3.47	0.31

3. Desired outcomes		
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>
1.	To raise reading age and attainment step to ARE across the academy	To ensure that 50% of PP children at the academy are reading within ARE expectation by July 2019
2.	To pass phonics retake or EACT phonics retake (year 2/3)	To ensure that 90% of children pass the phonics re-take and those in year 3 are adequately supported to reach their chronological reading age.
3.	To reach expected standard for maths	To ensure that PP children reach expected standard for age group at the end of year 6.
4.	To reach expected standard for writing	To ensure that PP children reach expected standard for age group at the end of year 6.
5.	To raise attendance to 97% or higher	All children to have over 97% attendance. All children to be sufficiently supported & to do everything we can to achieve this.
6.	To ensure learning behaviours are excellent from the very start of the day.	To raise breakfast club attendance. To further reduce behaviours at all levels. To significantly reduce FTEs
7.	To ensure children have high aspirations and a rich school experience through arts participation.	To continue to offer extra-curricular clubs, especially music tuition and to support arts based provision for PP children as a priority.
8.	To ensure children are lifelong learners who love learning.	To continue to offer camps, trips and visits and maintain links with local universities and STEM businesses (Renishaw) to enhance pupil experience and raise aspiration.
9.	To ensure MH issues are dealt with effectively and managed well by staff and children.	To continue with THRIVE and other support for children with SEMH difficulties and ensure that ALL staff are trained MHFA (youth or adult) by 2020.

		Children and families to feel well equipped with tools to support their own mental health and wellbeing.
10.	To ensure children can communicate their needs and wants articulately.	To ensure 100% of PP children receiving targeted intervention for social communication interventions improve their communication skills using SALT scales.
11.	To ensure excellent learning behaviours across the academy	Regular monitoring of all provision (6 times a year plus drop ins) Observations show 95% of children showing excellent learning behaviours.
12.	To ensure speech and language progress is rapid leading to children reading at their chronological age.	To ensure that children come off the SEND registers for SAL as early as possible. To continue staff development to ensure a language rich environment.

Chosen approach/resource	Barrier(s) Addressed	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Reading Recovery Teacher (Every Child a Reader) x 1	1,2	<p>Children identified for ECaR programmes (Reading, Recovery and Better Reading Partners-BRP) make good or better progress through the book levels.</p> <p>Improved outcomes particularly in KS1 and in KS2 this will be for the most vulnerable PP children (reading).</p> <p>SENCO role (will be new for RR teacher) is well-inducted with the Inclusion lead. Children are identified from the data and strong provision put in place and monitored. This will cross-cut strong reading provision and interventions for the least able children or those with a potential SEN</p>	<p>6 times yearly reviews for all children</p> <p>Analysis at pupil progress meetings (3 x per year)</p> <p>Children who also have learning diaries are well-documented and monitored along with the SENCo and classteachers.</p>	AP SA	£44,886
Family Support Worker	5,6,9	<p>Many families whose children are entitled to PP funding need additional support for social and health issues. This significantly impacts on their children's education and attendance if not addressed or supported.</p> <p>Vulnerable children and their families in receipt of pupil premium need to access their FULL educational entitlement. Outcomes for these children are in line with their peers (or better).</p>	<p>Regular appraisal system in place for FSW to ensure the support work is implemented to priority children and their families</p> <p>Pupil Progress meetings ensure that the children are making good progress in their education</p>	MM	£34,795

Educational Psychologist	9,11	Issues that impede learning are recognised or referred and support is put in place for children. Historically the referral system within the NHS or via CAMHs does not tackle the level of needed required by the academy	There is a strong assessment system in place for children by the educational psychologist Regular reviews with the inclusion lead for those children who receive EP work The list for her work prioritises children with PP additional funding	AP	£9000 (shared with the other E-ACT academies)
Year 6 Intervention teacher	1,3,4,6	The use of a year 6 intervention teacher in the academy over the last five years has demonstrated that it is instrumental in ensuring there is no gap in attainment for children in receipt of PP funding and they make excellent progress. Current PP profile for the year 6 cohort is very high at 88%	Regular pupil progress meetings with year 6 team to ensure the children are making very good progress Children attend the early morning learning (with breakfast) at 8am and this is heavily monitored	FH	£35,210
Attendance officer (+ Family support team worker)	5, 6, 9	The high level of need in supporting our families is on the increase owing to vital family services being dismantled in Bristol. Attendance and punctuality are an ongoing challenge for many of our families and the academy/trust target (97%) can only be reached with full-time intervention from an attendance lead.	Vulnerable children (including persistent absentees) make good progress in reading, writing, SPaG and mathematics. Rigorous attendance monitoring and pupil progress meetings will ensure that the children make strong progress.	LM	£25,823

EWO Services	5,6,9	As above plus referral costs to Education Welfare Officer (Bristol City Council) for four families		LM	£2850 (four referrals)
Attendance bus running costs Awards and rewards Other support (bus passes etc)	5,6,9	Families struggling to get their children to school have use of this additional facility. There are a number of a factors that contribute to this which are beyond the family's control. To be used in partnership with Greenfield EACT Academy. Children in receipt of PP have automatic and/or priority for places regardless of distance.	Attendance for the whole academy is in line or better than 97%. There is little gap between PP and Non-PP children. PA is less than 9%.	LM	£4500
LSA (Speech + Language) EYFS (0.8 FTE)	10	Children enter the academy with a significant language deficit. The EYFS baseline shows that the communication and language strands are well below national average. Children require strong interventions for (in class and in small groups) from the onset of their education.	The CL strand in EYFS is monitored six times per year during data drops and three times per year during pupil progress meetings. Children achieve a good level of development in CLL and are identified early for further intervention, if needed.	SM/ AP	£12,230
Speech and Language Therapist	10	Children for whom the Wave 1 and Wave 2 Sp + Lang interventions are not substantial are referred to the SALT to ascertain their level of need via assessment and then additional support programmes	SENCo monitors the impact of the interventions during RABs wit the Regional SEND lead and during pupil progress meeting with SLT	AP	£11,400
SENCo	9,10,11, 12	The role of the SENCo ensures that children who are PP and SEND receive correct assessment, intervention and monitoring so that they make good progress. The SENCo will devote time to overseeing the work of MOS	Data drops six times per year, monitoring of learning diaries for those children whose progress can only be captured in very small steps, monitoring of PP money	AP	£24,528 (40%)

		<p>employed through PP expenditure to monitor for maximum impact.</p> <p>The increasing use of PP money to fund a greater proportion the SENCo role reflects the current significant cuts to external services and agencies available to children, especially those children with more significant or complex needs.</p>	for SEMH needs and ensuring a fair process is in place via assessments.		
Play Therapy	9,11	<p>Following the success of this intervention for some children last year, the academy has made the decision to include this therapy for our most vulnerable children with SEMH issues. Sometimes unexpected social /family issues beyond the control of the children significantly impact on children's lives and they struggle to learn or demonstrated positive behaviours for learning.</p>	SENCo to monitor the use of the therapy based on prioritised needs throughout the year.	MM/ AP	£4560
THRIVE	9,11	<p>The use of the THRIVE approach continues to be a positive factor in enabling children to cope with school life. Although the academy cannot afford an additional THRIVE practitioner, the cost of the online subscription, resources and yearly training for pastoral/support staff is a priority.</p>	SENCo to ensure the approach is used by classteachers as part of behaviour policy and the assessment tool is in place to correctly identify children's psychological needs (baseline assessments). One new MOS to be identified to receive the 6 day training this year.	MM/ AP	£5050
Occupational Therapist (6 days)		<p>Children have been identified by the Inclusion lead and are placed on the provision map for additional support.</p>	SENCo to monitor progress and impact on learning	AP	£2000

Breakfast Club	6	There is no cost to children in receipt of pupil premium and they come to school for breakfast so they are ready to learn.	Breakfast club staff monitor items so that children receive their breakfast for free if entitled to it. Children not attending Breakfast Club, but need to, are actively encouraged to do so.	CP/ LG	£5,657
Year 6 Camp	8	Pupils in year six enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to	Year 6 children are prepared and participate well at camp so that their transition to secondary school is strong in terms of independence and confidence built.	EP	£6,600
Class Trips, incl transport	8	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. This is to fulfil the requirements of the National Curriculum and the Ilminster curriculum which is rich and diverse. Pupils need to have real life experiences so that the curriculum is very real and meaningful and also develops their language and writing skills. Their horizons and understanding of the world are considerably widened and broadened.	The curriculum lead and subject leaders ensure that every class has a rich and relevant curriculum and that each child is immersed in their learning. There should be equity and no class or year group receives more or less than others.	FH	£9,450
Swimming	8	All pupils enjoy and engage with all aspects of school life and the curriculum. Children in receipt of pupil premium do not have to pay for transport to the swimming pool and take part in swimming lessons they would otherwise not have access to.	PE lead to ensure that every year group has swimming lessons throughout their time at primary school.	BR/ SH	£2,646

		Children in year 6 are able to meet the national requirement to leave primary school able to swim 25 metres.			
Additional classroom resources	7	Teachers have access to an additional small pot of funding to ensure the quality of provision is excellent. This can be to support specific areas of the curriculum that incur additional expenses (eg food for WW11, costumes for Victorian England) or to improve the quality of the learning environment. This could also be used to finance enterprise initiatives.	Curriculum leader to ensure that the money is well-spent on vital and/or unique resources for learning. Classroom environments are outstanding and children enjoy their learning and being in school. WOW days at the beginning of each term ensure full engagement with new topics	FH	£2,600 (£200 per class)
Enrichment top-up fund	7	Additional trips and opportunities that present themselves throughout the year are not missed because start-of-year planning did not account for them. Children should never miss out on these because they cannot afford to access them if it will enrich and develop learning.	To be monitored by the DHT and phase leaders so that the amount is fairly distributed.	FH	£3000
Preludes	7	Music is at the heart of the Ilminster curriculum and the £7K full cost to the academy is match-funded yearly by approx. £38,000 from Trust Funds via Bristol Ensemble (Bristol Plays Music). Children from impoverished backgrounds cannot afford expensive music lessons and the academy is in a very unique position to be able to access this resource and match funding for the children.	PP children have the opportunity to learn an instrument for free whilst at the academy. They are also chosen to attend choirs, brass, strings and drum clubs after school and during lunchtimes for free.	HD	£4500

Gardening – <i>Buried Treasure</i> (Mil Lusk)	8,9	Vulnerable children are enabled and supported to access the curriculum appropriate to their needs, which improves their outcomes. This resources also offers an after-school club to learn about environmental gardening and raise chickens hatched on site.	Monitored by the science leaders and by the extra-curricular clubs lead.	SS/ LD/ SH	£2000
Knowle West Health Association Gardening & Cooking	8,9, 11	Children with significant learning or behaviour difficulties (and also those LAC) are prioritised for this valuable life skill to learn how to cook and evaluate healthy diets from around the world. Those vulnerable children are enabled and supported to access the curriculum appropriate to their needs, which then improves their outcomes.	Monitored by Family Support Workers and SENCo/ designated teacher for LAC	LM/ AP	£780
TOTAL					£254,065