

E-ACT pupil premium strategy

2019-2020

Financial year 2018 to 2019

for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6
- £935 for pupils in Year 7 to Year 11

Schools will also receive £1,900 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense £300

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

Pupil premium strategy statement (primary)

1. Summary information					
School	Ilminster Avenue E-ACT				
Academic Year	2018/19	Total PP budget	£257,156	Date of most recent PP Review	
Total number of pupils	306	Number of pupils eligible for PP	194	Date for next internal review of this strategy	

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	47%	67%
% making progress in reading	70%	77%
% making progress in writing	69%	81%
% making progress in maths	76%	79%

3. Desired outcomes		
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>
1)	Reading – comprehension (-1 year below reading age)	Improved outcomes in reading.
2)	Reading – phonics (failing phonics test in year 1, year 2)	Improved outcomes in phonics screening.
3)	Maths (-1 year below expected standard)	Improved outcomes in maths.
4)	Writing (-1 year below expected standard)	Improved outcomes in writing.
5)	Attendance (<97%)	Attendance is 97% or above.
6)	Lacking a positive and healthy start to the day	All children start the day full and ready to start the day.
7)	Aspiration (able pupils but only attaining expected levels and not greater depth.)	All children make expected progress.
8)	Access to enrichment	All children receive a broad and balanced curriculum.
9)	Mental health/self esteem	Children have healthy minds and raised self-esteem.
10)	Social skills and interaction	Children have stronger interaction skills.

11)	Behaviour	Behaviour for learning is prevalent.		
4. Review of expenditure				
2018-2019				
<ol style="list-style-type: none"> 1. Reading – comprehension (-1 year below reading age) 2. Reading – phonics (failing phonics test in year 1, year 2) 				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children identified for ECaR programmes (Reading Recovery and Better Reading Partners-BRP) make good or better progress through the book levels. Improved outcomes in KS1 and KS2 (reading).	Reading Recovery Teacher (Every Child a Reader) x 1	BRP: 11 pupils took part in BRP. 90% of pupils made 4 or more book levels progress during their 10 week BRP session.	Good progress is made by children who receive reading recovery intervention.	£42,924
	Reading Lead (0.4 salary) TLR3	RR: 8 pupils took part in the reading recovery programme, one was discontinued due to poor attendance and seven were successfully completed. Quality of Teaching was good or better in all year groups evidenced through lesson observation, quality assurance and pupil outcomes. Average progress in KS1 (54 % PP) = 3.0 steps (good progress) Average progress in KS2 (70 % PP) = 3.3 steps (good progress) <u>Reading outcomes in KS2:</u> <ul style="list-style-type: none"> • 69 % of pupils met the expected standard (scaled score 100+) • KS1 to KS2 progress score = +2.4 (FFT) Average scaled score = 102		£16580
<ol style="list-style-type: none"> 3. Maths (-1 year below expected standard) 4. Writing (-1 year below expected standard) 				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

In year 6, outcomes of PP children are in line with or better than their peers.	Year 6 Intervention teacher	<u>KS2 Outcomes</u> (% of pupils who reached the expected standard in the 2018 SATs)		£35,210														
	Year 6 additional support for vulnerable pupils				<table border="1"> <thead> <tr> <th>Cohort Size = 29</th> <th>Expected + (National Other)</th> <th>Greater Depth (National)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69% (77%)</td> <td>14% (29%)</td> </tr> <tr> <td>Writing</td> <td>93% (81%)</td> <td>17% (21%)</td> </tr> <tr> <td>Mathematics</td> <td>93% (80%)</td> <td>14% (27%)</td> </tr> <tr> <td>EGPS</td> <td>81% (82%)</td> <td>24% (36%)</td> </tr> </tbody> </table>	Cohort Size = 29	Expected + (National Other)	Greater Depth (National)	Reading	69% (77%)	14% (29%)	Writing	93% (81%)	17% (21%)	Mathematics	93% (80%)	14% (27%)	EGPS
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5. Attendance (<97%)

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance for the whole academy is in line or better than 96% (target for 2017). There is little gap between PP and NonPP children. PA is less than 9%.	Attendance awards/support (bus passes etc)	End of year attendance was 95.1% (unvalidated) End of year attendance (PP only- school) was 94.1% (unvalidated) End of year PA was 7.7%	% still not in line with national average. Attendance to be a major priority this academic year with clear whole school and children specific actions.	£500
Decrease PA (persistent absence) significantly	Attendance & family Support officer	PA has been more than halved from 15.3% to 7.7%	That are strategy for decreasing our PA % works. Continue to implement same strategy.	£28041

	Attendance awards, cost of EWO support and attendance bus (including staffing)	This is below the Bristol average (10.6%) and below the national average (8.3%).		£5,231
6. Lacking a positive and healthy start to the day				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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	Daily breakfast club is attended by 80 to 100 children daily. There are opportunities for additional reading and fitness too (running club). PP pupils who attend breakfast club are guaranteed breakfast for free.	Breakfast club is an integral part of making our children 'ready to learn.' This year, there will be a focus to promote the service to all of our families. Do all stakeholders know about our service?	£4697
7. Access to enrichment				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Free music tuition to all pupils.	Preludes (Bristol)	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.	Overwhelmingly successful programme to be carried over to next year.	
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.	Additional classroom resources (£200 per class teacher)	Classroom environments are regularly updated and include interactive and dynamic displays and doorways linked to termly topics. Staff provide an effective, memorable and cross curricular WOW day at the start of each term to provide meaningful experiences for pupils.	To plan in staff CPD opportunities to ensure that classroom environments remain at a high standard. Monitoring and evaluation cycle of leaders includes classroom environments.	£2,600
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 camp	<u>KS2 Outcomes</u> (see above)	A pivotal event for all year 6 children. Same provision for this year ensuring value for money in venue choice.	£7026

<p>Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to.</p>	<p>Class trips incl transport</p>	<p>See long term curriculum overviews for the variety of trips planned across the academic year. All year groups, have at least one trip (if not more).</p>	<p>Next step: To measure the impact of PP children attending trips (development point from internal PP audit).</p>	<p>£10329</p>
<p>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.</p>	<p>Swimming (transport)</p>	<p>Pupils in year six attended twice as many swimming sessions as pupils in other year groups.</p>	<p>Increase in % of children about to swim 25m by the end of KS2. Continue with programme this year.</p>	<p>£2453</p>
<p>Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Every child has an opportunity to learn a musical instrument and after school music clubs are free of-charge.</p>	<p>Preludes (Bristol)</p>	<p>Music and enrichment opportunities included- Performances in Colston Hall and St. George's</p> <ul style="list-style-type: none"> • Access to instrumental lessons on brass and strings • Weekly orchestral practice for all KS2 pupils • Weekly music lessons for all pupils • All pupils access curriculum /school trips regardless of family income <p>Curriculum “wow days” linked to each topic and successfully engage children in cross curricular learning</p>	<p>Next step: To measure the impact of PP children attending trips (development point from internal PP audit).</p>	<p>£4725</p>

Vulnerable children are enabled and supported to access the curriculum appropriate to their needs, which improves their outcomes.	Gardening – <i>Buried Treasure</i> (Mil)	See data summary statements above.	To measure the impact of PP children attending gardening (development point from internal PP audit).	£2340
	Knowle West Health Association Gardening & Cooking		To measure the impact of PP children attending cookery sessions (development point from internal PP audit).	£780
8. Mental health/self esteem				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
There is a strong assessment system in place for children by the educational psychologist. Issues that impede learning are recognised or referred and support is put in place for children.	Educational Psychologist	There is a strong assessment system in place – teacher’s referral and SENCO’s list of identified children leads to 1:1 assessment and a class based observation in the first instance. This is accompanied by a parents’ meeting. Detailed report from Educational Psychologist identifies and details children’s needs. These contribute to top-up and EHCP applications as well as provide activities and next steps for class-based intervention from teachers and LSAs. Pupils needs are reviewed and pupils are revisited after three terms.	Continue to have timetables and regular access to our regional educational psychologist. To prioritise referrals according to need.	£11130

<p>Those in need of 1:1 sessions with trained practitioners receive this and are enabled to take part in wave one teaching (in class). Training requirements, subscriptions and resources are monitored and</p>	<p>NURTURE (THRIVE resourcing)</p>	<p>Trained practitioners provide daily/brief intervention whenever needed to ensure vulnerable pupils are settled in class and ready to learn – this looks different for every child but is quick and effective, ensuring no learning time is lost.</p> <p>Each pupil’s needs were unique but all are accessing learning as a result of their intervention.</p>	<p>To establish the role and timetable for our newly trained THRIVE practitioner. To assess key children for THRIVE and work with all stakeholders to ensure the programme is successful.</p>	<p>£1422</p>
<p>9. Social skills and interaction</p>				
<p>Desired outcome</p>	<p>Chosen action/ approach</p>	<p>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Children in KS1 and KS2 make good or better progress. In EYFS, children achieve a GLD in CLL and are identified early for further intervention.</p>	<p>Speech and Language Therapist</p>	<p>Average progress in KS1 reading (54 % PP) = 3.0 steps (good progress) Average progress in KS1 writing (54% PP) = 3.1 steps (good progress)</p> <p>Average progress in KS2 reading (70 % PP) = 3.3 steps (good progress) Average progress in KS2 writing (70% PP) = 3.2 steps (good progress)</p> <p>In EYFS, 44 % of children achieved GLD.</p> <p>58% of children met the expected standard in CLL. 16 children were identified for wave 2 and 3 Speech and Language intervention during the year. Further intervention during Year 1 to continue for all these pupils.</p>	<p>Continue to screen all reception children for SALT provision. Continue to employ an external SALT.</p>	<p>£17343</p>

Children achieve a good level of development in CLL and are identified early for further intervention.	LSA (Speech + Language) EYFS Full salary (0.8 FTE)	See above.	Continue to screen all reception children for SALT provision. Continue to employ an external SALT.	£20383
Vulnerable children and their families in receipt of pupil premium access their educational entitlement.	Family Support Worker (0.8)		To continue to identify and support those families. To use text messages, home visits and regular meetings to meet their needs.	
10. Behaviour				
	Senco – 10%			£6132
There is a marked and measurable difference in parents' attendance at online safety events at the academy. Parents engage well with home-school correspondence	Academy priority 5 – online safety for children and their families.	38 families attended our Online Safety parents briefing in December, focusing on locking down social media profiles. Termly Online safety items on the school react to need (e.g. focusing on recently popularised apps or CEOP briefings). Staff training provided on online security for staff and pupils.	To audit our behaviour strategy and move to restorative justice by July 2020.	£500

The requirements for a pupil premium strategy and what should be published on the website

The academy's strategy for the PP allocation for the current year

- the amount of pupil premium
- the main barriers to **educational** achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the school's next review of its strategy.

E-ACT's Pupil premium template for 2019 - 2020

Barriers to educational achievement

Please complete the list below with precise barriers to learning for example, short-term memory, -9 months reading age, spelling age more than 12 months below chronological age, no place at home to complete homework or lack of time because of caring duties, able pupil but only attaining expected levels and not greater depth.

- 1.) Reading – comprehension (-1 year below reading age)
- 2.) Reading – phonics (failing phonics test in year1, then again at the end of year 2)
- 3.) Maths (-year below expected standard)
- 4.) Attendance (<97%)
- 5.) Motivation to live a healthy lifestyle
- 6.) Lacking a positive start to the day
- 7.) Access to enrichment
- 8.) Mental Health/self-esteem
- 9.) Behaviour
- 10.) Speech and language (Failing SALT assessment on entry or failing speech assessment)

Pupil premium strategy statement (primary)

5. Summary information					
School	Ilminster E-ACT Avenue				
Academic Year	2019/20	Total PP budget	£250, 140	Date of most recent PP Review	
Total number of pupils	326	Number of pupils eligible for PP	178	Date for next internal review of this strategy	

6. 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	46%	67%
% making progress in reading	87%	77%
% making progress in writing	84%	81%
% making progress in maths	89%	79%

7. 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 (year 2)	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 see an embedded culture of 'behaviour for learning.' To significantly reduce FTEs. To reduce the number of MCPs.
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 excellent learning behaviours across the academy	Regular monitoring of all provision. Observations show 95% of children showing excellent learning behaviours.
11.	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.

12. Planned expenditure					
Academic year		2019 - 2020			
Barrier					
1. To raise reading age and attainment step to ARE across the academy					
2. To pass phonics retake (year 2)					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

	Teaching and learning responsibility (TLR3) for a reading lead	<ul style="list-style-type: none"> Improved phonics outcomes continues improve in Year 1 Improved phonics outcomes in year 2 Year 3 children who failed both screens in years 1 and 2 have had interventions that enable them to make progress via SEND provision mapping or wave 3 interventions KS1 reading targets met KS2 reading targets met The quality of teaching reading lessons is at mastery level or better 	<p>Analysis at pupil progress meetings (3 x per year)</p> <p>Appraisal processes for the reading lead</p> <p>Monitoring and evaluation schedules as part of cyclical school improvement processes</p> <p>English team meeting outcomes</p>	EL	£2721
	KS1 LSA	There are a significant number of children in KS1 with a diagnosis or impending diagnosis of autism (mostly in year 2) and therefore many substantive LSAs will be redeployed to support their needs in 2019-20 and ensure the new autism base is a success. This means that an LSA will be needed to work across the whole of KS1 to ensure that PP children receive the learning and pastoral support needed so they make good or better progress.	<p>Appraisal processes for LSAs (line manager)</p> <p>Pupil progress meetings x3</p> <p>Observations of lessons over time</p> <p>NQTs to be prioritised over very experienced teachers for LSA in the classroom</p>	FH/AP	£16,942
Total budgeted cost					£19,663
<p>3. To reach expected standard for maths</p> <p>4. To reach expected standard for writing</p>					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

	Retention of smaller classes in UKS2	Children in UKS2 continue to receive a more personalised approach to their learning and make the best progress possible so that they achieve KS2 expected outcomes and their life chances are significantly improved	<p>The profile of teaching in UKS2 is excellent</p> <p>Pupil progress meetings demonstrate that there is a highly personalised approach for all pupils</p> <p>The reduced class sizes and reduction in LSA support indicate that this choice is the correct one</p>	FH	£78,956
	HLTA/Y6 intervention	<p>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.</p> <p>In 2019-20, funding for key staff is limited by budgetary constraints and therefore, an HLTA will be deployed to the role of the Y6 intervention teacher.</p> <p>Current PP profile for the year 6 cohort is very high at 88%</p>	<p>Regular pupil progress meetings with year 6 team to ensure the children are making very good progress</p> <p>Children attend the early morning learning (with breakfast) at 8am and this is heavily monitored</p>	FH	£26,435
	LKS2 LSA	Under current budget constraints, one LSA will now be deployed to all four classes in year 3 and 4 to support teaching and learning so that children make good and better progress in line with their peers.	<p>Appraisal processes for LSAs (line manager)</p> <p>Pupil progress meetings x3</p> <p>Observations of lessons over time</p>	FH/AP	£20 913

			NQTs to be prioritised over very experienced teachers for LSA in the classroom		
	UKS2 LSA	Under current budget constraints, one LSA will now be deployed to all four classes in years 5 and 6 to support teaching and learning so that children make good and better progress in line with their peers.	Appraisal processes for LSAs (line manager Pupil progress meetings x3 Observations of lessons over time NQTs to be prioritised over very experienced teachers for LSA in the classroom	FH/AP	£14 650
Total budgeted cost					£140,954
5. To raise attendance to 97% or higher					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Family Support Worker/attendance worker	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. 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).	Regular appraisal system in place for FSW to ensure the support work is implemented to priority children and their families Pupil Progress meetings ensure that the children are making good progress in their education	LM	£35,786
	Education Welfare Officer	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	Vulnerable children (including persistent absentees) make good	JS LM	£2,260

		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 (see above, via Family Support Worker) and top tier intervention form an EWO	progress in reading, writing, SPaG and mathematics. Rigorous attendance monitoring and pupil progress meetings will ensure that the children make strong progress		
Total budgeted cost					£38,046
6. To ensure learning behaviours are excellent from the very start of the day.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Breakfast Club - STAFF	The success of Breakfast club in previous years demonstrates that it has had significant impact on children's attitudes, attendance and readiness to learn. Numbers currently sit between 60-80 children daily and there is capacity to offer further places if correctly and safely staffed. The academy will have grown from 13 to 14 classes in 2019-20 and will have 30 extra children on two sites. Running club begins at 8.15 for at least 20 of these children and the sports coach or another MOS will be needed to run this.	Children with poor attendance and/or negative learning behaviours are encouraged by SLT? Family Support are encouraged to utilise the club and if available, collected from home to attend. Monitoring at pupil progress meetings, SLT and Safeguarding team meetings.	LM	£7066
	Breakfast Club- FOOD	Additional costs of food needed to run a bigger Breakfast club will be needed (see above)	As above. Weekly order to be monitored by front-of-house staff (who do weekly orders via finance)	BS	£2455
Total budgeted cost					£9521
7. To ensure children have high aspirations and a rich school experience through arts participation.					

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	PRELUDES (Music)	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.	FH	£4558
Total budgeted cost					£4,558
8. To ensure children are lifelong learners who love learning.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Class trips, including transport	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	£9,828
	Year 6 camp	Pupils in year six enjoy and engage with all aspects of school life and the	Year 6 children are prepared and participate well at camp so that	Y6 Teacher	£8,750

		opportunities they would otherwise not have access to	their transition to secondary school is strong in terms of independence and confidence built.		
	Buried Treasure (Environmental gardening)	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	£1,550
Total budgeted cost					£20,128
9. To ensure MH issues are dealt with effectively and managed well by staff and children.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	THRIVE practitioner	Children in need of 1:1 sessions with the trained THRIVE practitioners receive this and are enabled to fully access wave one teaching in their own classrooms.	The identified MOS has received the full training to deliver THRIVE (monitored by AOA) Training requirements, subscriptions and resources have been regularly monitored and maintained by the SENCo	AP	£14 554
	Knowle West Health Association (Cooking)	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	Monitored by Family Support Workers and SENCo/ designated teacher for LAC	LM/ AP	£1300

		appropriate to their needs, which then improves their outcomes.			
Total budgeted cost					£15,854
10. To ensure excellent learning behaviours across the academy					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	LSA for pastoral and extra-curricular work (whole academy)	We will continue to employ a part-time LSA to run two extra-curricular art clubs and for winners of gold and value awards every Friday. 'Golden Club' provides a rich reward resource for children who have demonstrated outstanding progress and achievement in their learning and/or personal development plus positive contribution to the academy.	Pupil voice will be used to monitor the impact of the art and golden clubs	SH	£1900
Total budgeted cost					£1900
11. To ensure speech and language progress is rapid leading to children reading at their chronological age.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Speech and Language (EYFS) + Attention Autism HLTA	Children with significant language deficit starting in Reception are screened and have correct provision in place as early as possible in the year. Children achieve a good level of development in CLL and are identified early for further intervention. The LSA works in partnership with the NHS SALT (one day per week) to implement and develop bespoke interventions for the identified children.	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	AP	£20, 913

		<p>The new autism base in the Children’s Centre has been set up and furnished with the resources needed to support the children with ASD</p> <p>Children with a diagnosis of ASD (currently 12 children and 6 more awaiting, with most in EYFS or KS1) have strong provision for their needs in place that spans both academy sites (their own classroom and ASD base)</p>	<p>SENDCo monitors the impact of the interventions during RABs with the Regional SEND lead and during pupil progress meeting with SLT</p> <p>Regional SEND lead monitors and evaluates the quality and impact of the new ASD base</p>		
Total budgeted cost					£20,913
					£271,537
12. Additional detail					
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p>					