

# Recovery Strategy

Summary information			
School	Ilminster Avenue E-ACT Academy		
Academic Year	2021-22	Total budget	£29,290 (£145 x 202)
Total number of pupils	206/320	Date for next internal review of this strategy	Termly (December/January)

1. Barriers to future attainment & progress due to COVID-19	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	% of children with age related phonics knowledge and reading skills across the school
B.	% of children who are able to self-regulate and use strategies when using the relational approach to behaviour (thrive and Empire Fighting Chance)
C.	% of children in year 6 reaching combines measure of reading, writing and maths
D.	% of children with speech and language needs

2. Outcomes		
	Desired outcomes	How they will be measured
□	<ul style="list-style-type: none"> <li>For the % of children in EYFS to achieve GDL is reading to be in line with national average and meet target set.</li> <li>For the % of children year 1 and year 2 children who pass their phonics screening to be above national average and to meet the target set.</li> </ul>	<ul style="list-style-type: none"> <li>Data drops in terms 2, 4 and 6 for maths, writing and reading</li> <li>Phonics screens for year 1(Summer) and year 2 (Autumn and Summer)</li> <li>GLD progress in reading strand for EYFS is term 2, 4 and 6 data</li> </ul>

	<ul style="list-style-type: none"> <li>For children in year 3 who were working towards in the 2021 phonics screen to accelerate their progress in phonics.</li> <li>For all staff to receive high quality phonics CPD which can be used to support children in all year groups.</li> <li>For the % of children in EYFS, KS and KS2 to make progress in reading to increase</li> </ul>	
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>For the % of children using relational approaches to self-regulate and de-escalate to increase.</li> <li>For the % of children receiving thrive interventions to increase with 2 practitioners instead of 1</li> <li>Embedding the whole school PD plan to include healthier lifestyle choices.</li> <li>Increase children's aspiration and motivation</li> <li>Improve peer and family relationships</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of behaviour incidents using CPOMs spot checks. These checks look for patterns and trends which are then actioned. Over time, behaviour incidents will reduce.</li> <li>ISPs targets met for children with SEND need</li> <li>Thrive screens show progress in specific needs and targets for each child</li> <li>Collect pupil voice to measure impact of interventions</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Combined target of 65% is achieved (Year 6 children with combined measure)</li> <li>Mini assessments show progress and impact of interventions</li> <li>Children are 'secondary ready' for the transition to year 7</li> </ul>	<ul style="list-style-type: none"> <li>KS2 SATS results published in July 2022</li> <li>Mini assessments and data scrutiny days using the trust-wide year 6 strategy</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Increase in the number of 'bucket' sessions in EYFS and KS1</li> <li><input checked="" type="checkbox"/> Children meet their individual ISP targets set by the class teacher</li> <li><input checked="" type="checkbox"/> Children who receive speech and language therapy meet their targets</li> <li><input checked="" type="checkbox"/> EYFS data to show an increase in the number of children meeting their language and communication strand</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review of speech and language targets</li> <li><input checked="" type="checkbox"/> Data drops in term 2, 4 and 6 in language and communication</li> </ul>

### 3. Planned expenditure - Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
Attention Autism delivers high quality staff CPD which in turns has an impact on whole school speech and language. Children in EYFS, year 1 and 2 would have access to engaging sessions with enriching language opportunities.	<p>Bucket session-small group and whole class Bucket resources The training is estimated to be around <b>£500</b> per person We aim to train up at least 3 members of staff. <b>£1500</b></p> <p>We would also need to pay for LSA supply cover for the duration of the course. All LSAs are now 1:1 and would need covering x3 days</p>	<p>We only have one trained member of staff to deliver attention autism sessions. This includes a bucket session. Our aim is to train at least 3 more members of staff to deliver this high-quality speech and language session in EYFS, year 1 and year 2.</p>	<p>EYFS data for the speech and language strand would have a marked improvement from the baseline data to the termly data submitted.</p> <p>In year 1 and 2, these sessions would impact on children with ISP targets relating to speech and language. There would also be progress in that strand within the English National</p>	SA	January 2022	

September 2020

	£600		Curriculum. Term 2 to term 4 data would show strong progress.  Other staff would be trained whilst observing bucket sessions and best practice would be shared.			
The embed 'The Write Stuff' across the school to ensure high quality teaching and learning and accelerated outcomes in writing.	Purchase a whole school licence for all staff to £1,300. This includes life team access to the whole school team. This single payment includes free updates and opportunities for staff CPD	We have followed elements of 'The Write Stuff' writing scheme for several years now. To embed the scheme, we need to continue to provide high quality CPD which includes the latest resources and updates. This will impact on teaching and learning and writing outcomes.	Monitoring and evaluation of the teaching and learning of writing across the school by leaders  Scaffolded learning for all learners (monitored by the SENDCO and deputy SENDCO).  Collation of pupil voice, assessment data, samples of work and staff voice.	KR	Spring 2022	
Embed the Little Wandle Phonics Scheme across the school. This will ensure that children 'keep up' with their phonics learning. Outcomes in the KS1 phonics screens will also show accelerated progress.	Spending £2,000 to boost the resources already purchased. This includes resources for all year groups including UKS2 and for the new phonics intervention teacher	Phonics data is not in line with national average  The impact of the pandemic has led to phonic gaps in every year group  Phonics interventions need to be daily and following the Little Wandle scheme	Induction and PDP of phonics teacher shows impact  Teacher is monitored and findings are recorded on progress teacher (PAM)  Termly data shows progress for all teaching groups	TS	December 2021 after year 2 screen	
<b>Total budgeted cost</b>						<b>£5,400</b>

#### 4. Planned expenditure – Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
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Additional phonics teacher would accelerate progress, narrow the gap and phonics targets for year 1 and year 2 would be met. This progress would be extended into KS2 and children with phonics gaps.	Employ a phonics teacher or HLTA. 25% of their salary (£8,000) This contract would be fixed-term and budget dependent  This member of staff would be line managed by the phonics lead.	Phonics data is not in line with national average  The impact of the pandemic has led to phonic gaps in every year group  Phonics interventions need to be daily and following the Little Wandle scheme	Induction and PDP of phonics teacher shows impact  Teacher is monitored and findings are recorded on progress teacher (PAM)  Termly data shows progress for all teaching groups	TS	Spring 2022	
Providing high quality alternative provision for children with SEMH needs. This provision will equip children to regulate effectively	Book weekly session at Horseworld for 6 children with SEMH need. This equates to £9,247. Children would be accompanied by support staff and using the school minibus.	Behaviour data shows trends with White British boys with SEMH needs (linked to equality objectives)	SENDCO to monitor the effectiveness and impact of alternative provision  Behaviour data shows a decrease in incidents; after therapeutic sessions	SA	Spring 2022	
Increasing LSA working days from 3.5 to 5 days will accelerate progress and KS2 SATs targets will be met	1.5 days of supply cover for 23 weeks (approximately £4,000)  These additional 1.5 days will increase the capacity of teachers to lead interventions and ensure that children are taught in target groups	Mini assessments and mock data highlight the need for additional interventions  LSA is highly skilled and more hours would increase scope of impact	Year 6 team and SLT ensuring that the year 6 strategy is implemented successfully  Fortnightly laser meetings ensure professional challenge, bespoke interventions and drilling down of needs of target children	FH, LM, KR, EL	December 2021 (using mock data)	
Doubling thrive capacity from 1 practitioner to 2 trained members of staff  Increasing the number of children receiving thrive interventions  More children being able to self-regulate and access the curriculum	LSA to attend thrive training to start in term 1 (10 virtual sessions). This costs £1,443 Training will conclude by 23 <sup>rd</sup> March at the latest	Behaviour data shows trends with White British boys with SEMH needs (linked to equality objectives)  Relational approach to behaviour advocates the use of thrive	SENDCO to monitor the effectiveness and impact of thrive interventions  Thrive screen show progress  Behaviour data shows a decrease in incidents; after thrive interventions	SA	Spring 2022 when staff member is qualified	
Improving peer relationships; ensuring that children's aspirations and motivation increases.	Working with the charity 'Empire Fighting Chance. 2 hours of intervention for 12 weeks. This costs £1,200	Behaviour data shows trends with White British boys with SEMH needs (linked to equality objectives)  Embedding curriculum links in PD plan	Collation of pupil voice  Tracking of pupil's behaviour during the intervention  SENDCO to monitor the effectiveness of the intervention	SA	Spring 2022	

<b>Total budgeted cost</b>						£23,890

<b>Grand total budgeted cost</b>						£29,290
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