

Pupil premium strategy statement

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

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ilminster Avenue E-ACT Academy
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022 and various review points across the year
Statement authorised by	Fliss Hawkins
Pupil premium lead	Katy Roberts
Governor / Trustee lead	Leanne Mahony

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,380
Recovery premium funding allocation this academic year	£29,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£304,250

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to improve educational outcomes for our disadvantaged pupils. We aim to mitigate any additional challenges they may face to enable them to reach their full potential and to help them perform as well as other pupils.

We use our pupil premium funding to provide targeted academic support in the form of speech and language sessions, small group intervention sessions, fund vital roles within the school such as a family support worker whose role it is to improve attendance, provide a breakfast club and to help with the cost of educational trips and visits so that every child is able to fully participate.

Challenges

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

Challenge number	Detail of challenge
1	<i>Phonics (low starting points in early reading, national average for phonics screening not met)</i>
2	<i>Speech and Language (SALT assessment shows significant needs to be met)</i>
3	<i>Reading and Writing (low % of children achieving age related expectations across the school)</i>
4	<i>Maths (low % of children achieving age related expectations across the school)</i>
5	<i>Behaviour (relational behaviour in early stages/not all children ready to learn every day)</i>
6	<i>Attendance (below year-on-year target of 97%)</i>
7	<i>Lack of long-term memory when making connections within the wider curriculum and building on previous links and knowledge</i>
8	<i>Limited aspirational scope</i>
9	<i>Low self-esteem and a variety of mental health needs</i>
10	<i>Limited access to enrichment</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>To raise pass rate of year 1 phonics screening and year 2 retake</i>	A % of children in year 1 who pass the phonics screen in June 2022 is at least in line with the national average A % of children in year 2 who pass the phonics retakes in the Autumn 2021 and June 2022 is at least in line with the national average A % of children in year 3 who transition into year 3 in July 2021 is at least in line with the national average
<i>To use high quality speech and language interventions to close the gap in early reading.</i>	Children transition off and on the SEN register for speech and language needs at a rapid pace. Effective staff CPD to feed into every day class teaching and ISP targets being met.
<i>To raise reading age, attainment and progress throughout the academy.</i>	To ensure that a higher % of PP children are achieving a 1 or 2 in our four-point assessment framework in July 2022.
<i>To raise maths attainment and progress throughout the academy.</i>	To ensure that a higher % of PP children are achieving a 1 or 2 in our four-point assessment framework in July 2022.
<i>To embed a relational approach to behaviour so that every child is ready to learn.</i>	Effective staff CPD to establish a 'ready to learn' approach when building relationships.
<i>To secure an excellent morning routine so that every child is fed and ready to learn.</i>	To ensure that a higher % of PP children attend breakfast club every day.
<i>To raise whole school attendance to 97% or above</i>	All children to be at school every day and on time.
<i>To design a knowledge rich curriculum with threads woven throughout the academy.</i>	To ensure that a higher % of PP children are achieving a 1 or 2 in our four-point assessment framework in July 2022.
<i>To continue to promote and sustain high aspirations. To use enriching school experiences through music.</i>	To continue the outstanding music provision throughout the school. To extend this provision into extra-curricular events and after-school clubs to all children.
<i>To increase understanding and awareness of children's mental health so that it is identified and strategies are used.</i>	To ensure that 100% of staff are trained in mental health first aid. To ensure that all PP children received thrive intervention based on thrive screening results.

To continue the high value we place on rich-learning experiences.

To offer all children experience such as camps, trips and visits; enhancing learning and raise aspiration.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attention autism training: Our aim is to train at least 2 members of staff to deliver this	<p>The course covers the below objectives that will be incredibly useful for the two members of staff who are working with children who are autistic:</p> <ul style="list-style-type: none"> -An understanding of how to engage children with autism -How to teach children with autism to focus, sustain and shift their attention -An understanding of how to teach, encourage and support communication -An understanding of how to foster group learning skills -An understanding of how to embed early social interaction skills into group work -How to set up and run the intervention with groups of children -How to nurture the supporting team working with you. <p>https://www.southamptoninclusion.net/wp-content/uploads/2016/02/Research-Kate-Buckingham.pdf</p> <p>https://www.researchgate.net/publication/322939272_An_evaluation_of_the_effectiveness_of_using_the_Attention_Autism_programme_as_an_intervention_for_increasing_the_level_of_attention_during_an_adult_led_activity_in_pupils_with_Autism_Spectrum_Conditio</p>	9

<p>high-quality speech and language sessions in EYF S, year 1 and year 2.</p>		
<p>Embedding 'The Write Stuff' across the school throughout the staff</p>	<p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	<p>3</p>

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

Budgeted cost: £ 237, 529

Acti vity	Evidence that supports this approach	Cha llen ge num ber(s) add ress ed
<p><i>Emb eddi ng the Little Wan dle phon ics sche me acro ss the scho ol</i></p> <p>&</p> <p>Additi onal phoni cs teach er would accele rate progr</p>	<p>Phonics: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>How phonics can give children head start with reading English: https://www.britishcouncil.org/voices-magazine/how-phonics-can-give-children-head-start-reading-english</p> <p>All Phonics instruction is not the same: https://www.thereadingape.com/single-post/2019/04/07/all-phonics-instruction-is-not-the-same</p>	<p>1,3 and 9</p>

<p>ess, narro w the gap and phoni cs target s for year 1 and year 2 would be met. This progr ess would be exten ded into KS2 and childr en with phoni cs gaps.</p> <p>&</p> <p>Use of EYFS LSA to provid e high qualit y phoni cs interv entions</p>		
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<p>Providing high quality alternative provision for children with SEMH needs. This provision will equip children to regulate effectively</p> <p>&</p> <p>Doubling thrive capacity from 1 practitioner to 2 trained members of staff</p> <p>Increasing the number</p>	<p>10 Ways To Improve SEMH Intervention Strategies - http://semh.co.uk/types-semh-intervention/</p> <p>Tracking an SEMH Intervention - http://semh.co.uk/tracking-semh-intervention/</p> <p>Thrive: https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</p> <p>Thrive: https://portal.thriveapproach.com/approach/info/credentials/</p>	<p>8, 9, 10</p>
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<p>er of children receiving thrive interventions</p> <p>More children being able to self-regulate and access the curriculum</p> <p>Employ a thrive practitioner</p> <p>Fund resources for thrive interventions</p>		
<p>Increasing LSA working days from 3.5 to 5 days will</p>	<p>Impact of Feedback on student attainment: https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/the-impact-of-feedback-approaches-on-educational-attainment-in-children-and-young-people/</p> <p>Maths closing attainment gap: https://thirdspacelearning.com/blog/2017-eef-mathematics-report-close-the-attainment-gap-primary/</p>	<p>3,4,7</p>

<p>accelerate progress and KS2 SATs targets will be met</p> <p>&</p> <p>Retention of smaller class sizes in UKS2</p> <p>&</p> <p>HLTA deployment into UKS2</p> <p>&</p> <p>LSA in KS2</p>		
<p>Improving peer relationships; ensuring that children's aspirations</p>	<p>When thinking about positive reinforcement in teaching, the overarching purpose is to provide an incentive for students to repeat desired behaviours (Revermann, n.d.).- https://positivepsychology.com/positive-reinforcement-classroom/</p> <p>Positive reinforcement techniques and ideas - https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/</p> <p>Case studies of behaviour management practices in schools rated Outstanding - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf</p>	<p>5, 8 and 9</p>

tions and motivation increases.	Improving behaviour management in schools: https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/behaviour/	
Effective speech and language interventions delivered by an HLTA Speech and Language Therapist working with children for two full days a week.	<p>Oral Language Intervention</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p> <p>Communication language approaches: https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> <p>NELI: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention/#research-results</p> <p>Early Language Development: https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</p>	1 & 2

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

Budgeted cost: £75, 053

Activity	Evidence that supports this approach	Challenge number
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		er(s) addressed
Employing breakfast club staff	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	3, 4, 5, 6,
Employing a family support worker & Buying a package of support from the local authority from Educational Welfare Officer	Prevent absenteeism - https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/ Synel - https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/ Improving student attendance - http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf Strategies for reversing poor attendance - https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/	6
Buying in Preludes (a music teaching organisation) & Fund a range	EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF Metacognition and self-regulated learning.pdf Retrieval Practice - https://www.retrievalpractice.org/why-it-works Rosenshine - https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf	7, 8, 9, 10

<p>of extra- curricul ar activitie s and trips for children</p> <p>& Paying for a garden er and an after- school gardeni ng club</p> <p>& Ensurin g that all children in year 6 attend a residen tial camp by funding the trip</p> <p>& Workin g with a local charity to provide weekly cooking session s for children</p>		
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

To raise pass rate of year 1 phonics screening and year 2 retake	
Chosen action/ approach	Impact:
Use of EYFS LSA to provide high quality phonics interventions.	EYFS GLD data shows progress in speaking and listening strand.
To use high quality speech and language interventions to close the gap in early reading	
Chosen action/ approach	Impact:
S&L in EYFS and Attention Autism LSA	Children in EYFS, with an EHCP or on the SEND register and identified as having significant SLCN needs had weekly S&L sessions and have made good progress towards their S&L/ISP targets.
Tailored 1:1 interventions with NHS SALT	All children across the school with S&L Therapy outlined as part of their EHCP provision received regular S&L Therapy sessions and have also made clear progress against SLCN targets.
	Children across the school with ASC or significant difficulty with maintaining attention, particularly in EYFS, have benefitted from regular (often daily) Attention Autism sessions. This has been monitored using observations on tapestry the reviewing of ISP/BSSP/EHCP targets.
To raise reading age, attainment and progress throughout the academy	
To raise maths attainment and progress throughout the academy	
Chosen action/ approach	Impact:
Smaller class sizes in UKS2	At Ilminster Avenue E-Act Academy we assess children using a 1-4 scale. Assessment is based on the amount of curriculum that the child has learnt and remembered.
HLTA/Year 6 interventions	1.Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected.
LKS2 LSA	2.Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps.
	3.Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps.
	4. Not successfully learning the curriculum, with important gaps in the skills and knowledge expected.

	<p>These are the results for reading and maths in years 5 and 6 (combination of 1 and 2)</p> <p>Year 5 Maths = 75% Reading = 87%</p> <p>Year 6 Maths = 89% Reading = 86%</p>
To embed a relational approach to behaviour so that every child is ready to learn	
Chosen action/ approach	Impact:
Breakfast club staff	<p>On average 50-60 children attend breakfast club every day. A register is taken and approximately 80% of the children are PP. They receive a free breakfast and are ready to learn. This % includes a proportion of children identified as vulnerable.</p> <p>Children/families are identified to attend breakfast club.</p> <p>Attendance bus increases number of children attending breakfast club.</p>
To raise whole school attendance to 97% or above	
Chosen action/ approach	Impact:
Family support worker and attendance lead	Attendance target has been hampered by covid 19. Our weekly attendance is approximately 92% (T5).
Education Welfare Officer	<p>Small proportion of children are identified at persistently absence (5%).</p> <p>Education Welfare surgeries being held in term 6. Families continued to be referred this academic year.</p>
To continue to promote and sustain high aspirations	
Chosen action/ approach	Impact:
Preludes music team	<p>All children have received music lessons and small group tuition throughout the academic year. This was hampered during lockdown.</p> <p>After-school music clubs and performances were also halted during lockdown.</p>
To increase understanding and awareness of children's mental health so that it is identified and strategies are used	
Chosen action/ approach	Impact:
Thrive practitioner and learning mentor	<p>Thrive screening took place.</p> <p>T4, 5 and 6 concentrated on thrive sessions for year 6 children.</p>
Thrive Subscription	Less children received thrive this year due to covid restrictions and risk assessments
To continue the high value we place on rich learning experiences	
To design a knowledge rich curriculum with threads woven throughout the academy	
Chosen action/ approach	Impact:

Class trips, including transport	All trips cancelled throughout lockdown.
Year 6 Camp	Visits continued from T5. This included year 6 camp.
Buried Treasure (gardening provision)	Buried treasure sessions happened all year with year group bubbles being identified to work with Mil. Lunchtime provision for those bubbles. No after-school club until T6.
Knowle West Health Association	

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A