



Reaside Academy

What is Pupil Premium?

The Pupil Premium was introduced in April 2011. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM (for at least six months at any point in the previous six years) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. Each January the Government undertake a census of schools to determine the number of pupils who are eligible for Pupil Premium. Based on this information schools receive the grant in April for the next financial year.

Schools and academies are accountable as to how this additional funding is being spent to close the attainment gap that exists between children from disadvantaged and more affluent backgrounds. From September 2012, schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium. In 2017/2018 the allocation is £1320 per pupil.

Impact statement: Financial Year April 1st 2017 – March 31st 2018

How have we utilised this grant?

Analysis of our school data indicates that most pupils who were given additional support made expected progress or better. The benefits gained by using additional staff to boost literacy results and the additional support given by the Senior Leadership team to identify pupils in Year 6 for writing, reading and numeracy was evident in the results achieved at the end of KS2.

In addition, we used our data to identify the barriers for learning for pupils where progress was not as expected. Barriers which were identified were issues such as the social and emotional welfare of pupils. When putting together the plan for 2018 – 2019 we added additional external agencies to develop our support for the social, emotional and mental health well-being of our children here at Reaside.

Pupil Premium funding was therefore utilised in some of the following ways:

- **Further investment in reading resources – Reading volunteers, CGP reading comprehension booklets, Quality first read books (texts), weekly delivery of ‘First News’ to continue to encourage reading in another format, “Reading eggs’ subscription, Story time subscription and Rising stars which is designed for the more able reader to accelerate their progress.**
- **Enhanced support staff with the development of a Nurture room, supported by a HLTA and TA**
- **Inspire Workshops and Parent Workshops – to increase parental involvement**
- **Involvement of an Attendance officer (Mrs Michelle Stephens)– to support the academy in improving attendance**
- **On line speedy maths activities (DB Primary).**
- **Further development of our support for the social, emotional and mental health and well-being of our children. Support offered by the School Nurse, Attendance officer, Frankley Plus Children’s Centre and Family support worker (Lisa Sinclair). They are all accessed along with SLT and Educational Psychology services to families with wider problems which were making a significant impact on a pupils learning such as attendance, housing issues, domestic violence etc.**

Funding allocation

Financial Year	Amount of Pupil Premium Funding
2015- 2016	£163,680
2016-2017	£179,520
2017-2018	£178,200
2018-2019	£178,200 (Indicative allocation)

	2015-2016	2016-2017	2017-2018	2018-2019
% of PP Pupils	68.5%	70%	70%	68%
Number of pupils eligible for pupil premium	(181 on roll) 124	(184 on roll) 136	(188 on roll) 135	(200 on roll) 135
Number of service children eligible for pupil premium	0@£300 = £0	0@ £300 = £0	0@£300 = £0	0@£300 = £0
Total	£163,680	£179,520	£178,200	£178,200

Financial Year April 1st 2018 – March 31st 2019

In April 2018 we received notification of our indicative allocation of £178,200 to support pupils who were eligible for FSM. We intend to spend this in the following ways:

Action plan for Pupil premium April 2018 – March 2019

Need that was identified	Action Project/Intervention	Amount allocated	No of children receiving this intervention	Brief summary of the intervention or action and relevant timescales	Specific intended outcomes: how will this intervention/action improve pupils eligible for pupil premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? What would you change to improve it next time?
<p>1.To close the attainment gap between pupils who are in receipt of pupil premium and those who are not. All children to make at least expected progress and 80% of pupil premium children to achieve an expected scaled score of 100+.</p>	<p>All PP children are named on the data system -Statonline planning templates (including tracking progress from KS1 pack) ensuring all support staff are also aware of who the PP children are. Ensure all children are making at least good progress (3 steps+)</p> <p>All PP pupils are targeted for interventions ensuring the attainment gap closes. PP children remain high profile to ensure we are able to identify need for more intervention more swiftly.</p> <p>PP children are highlighted at each half termly PM meeting and PP and PM with SLT and LGB PP champion to ensure good/outstanding progress achieved each academic year. Ensure all children are making at least good progress (3 steps+)</p>	<p>Nil</p>	<p>68% of all the children at Reaside are PP</p>	<p>Year groups: All (see attainment/ progress data for targeted year groups) Purpose: To target PP children to either close the attainment gap through booster groups/1:1 interventions or to challenge HA PP children to extend learning to a mastery level and ensure accelerated progress for all groups Timescales: On-going each half term</p>	<p>Intended outcomes: Although good and outstanding progress is being made the attainment gap remains in certain year groups. Needs are quickly identified and the LGB PP champion and HT and BM can hold staff to account within pupil progress meetings with members of SLT. Thus ensuring quicker intervention to continue to close the attainment gap.</p>	<p>Half termly Target Tracker reports used in pupil progress and provision mapping meetings. PP LGB champion to be part of these half termly meetings.</p> <p>Using tracking from KS1 to track closer the PP children</p>	<p>PP LGB champion attending selected PP and PM meetings.</p> <p>PP interventions included in PM (up-dated every half term including RAG rating pupil progress-colour coded)</p> <p>All teachers and support staff will have a secure knowledge of the achievements of PP pupils and know where and how to make further improvements in individual pupil outcomes'</p> <p>A PP provision map identifies provision and children who may be missing out on provision so that these can be targeted.</p> <p>Half termly data analysis of PP children informs: Pupil progress meetings and questions; need for boosting weaker groups and individuals; impact of interventions are monitored. Ensure all children are making at least good progress (3 steps+)</p>
<p>2.To ensure pupil premium children maintain a high profile at Reaside Academy and ensure we identify needs for interventions more swiftly to secure good to outstanding progress</p>	<p>To set aspirational targets for PP children. Ensuring these are communicated clearly with all staff through half-termly pupil progress meetings Ensure all children are making at least good progress (3 steps+).</p>	<p>Nil</p>	<p>68% of all the children at Reaside are PP</p>	<p>Year groups: All (see progress data for targeted year groups) Purpose: To target PP children to either close the attainment gap through booster groups/1:1 interventions or to</p>	<p>Intended outcomes: Although good and outstanding progress is being made the attainment gap remains in certain year groups. Needs are quickly identified and the LGB PP champion and HT and BM</p>	<p>Half termly Target Tracker reports used in pupil progress and provision mapping meetings. PP LGB champion to be part of these half termly meetings.</p> <p>Using tracking from KS1 to track closer the PP children</p>	<p>PP LGB champion attending PP and PM meetings.</p> <p>PP interventions included in PM (up-dated every half term including RAG rating pupil progress-colour coded)</p> <p>All teachers and support staff will have a secure knowledge of the achievements of PP pupils and know where and how to make further improvements in</p>

				challenge HA PP children to extend learning to a mastery level and ensure accelerated progress for all groups Timescales: On-going each half term	can hold staff to account within pupil progress meetings with members of SLT. Thus ensuring quicker intervention to continue to close the attainment gap.		individual pupil outcomes' A PP provision map identifies provision and children who may be missing out on provision so that these can be targeted. Half termly data analysis of PP children informs: Pupil progress meetings and questions; need for boosting weaker groups and individuals; impact of interventions are monitored. Ensure all children are making at least good progress (3 steps+).
3.Previous poor attendance data and the number of children identifies with low emotional resilience.	Michelle Stephens – Attendance officer	£2,000 – half a day every two weeks £8,000 - Lisa Sinclair to support highlighted families - working a full day each week	All PP children targeted for interventions	Year groups: All Purpose: To maintain/improve PA and absence %. Support academy in achieving this through home visits and support for families. Relevant paperwork/action to be taken. Improvement of emotional wellbeing so that pupils can access learning more regularly and more effectively. Timescales: On-going throughout the academic year.	Intended outcomes: PA% and attendance % improves to be in line with national averages. Improved emotional and mental health well-being of our children. Thus improving learning behaviour of identified pupils. Family support to remove barriers to learning – all children achieve and make good or better progress.	Learning Mentor/Pastoral TA to monitor attendance daily, weekly and half termly. Referrals made as part of the dialogue within pastoral care team meetings – Senco (lead), LM, School nurse, HT, SLT and TA's team meetings to measure impact weekly and recorded within the safeguarding file Behaviour incident reports completed and monitored by AHT in SLT meetings. Headteachers report to the LGB.	Attendance is 96.5%+ which is in line with national target. Highlighted children to receive additional support through Lisa Sinclair – Family Support Worker (full day a week)
4. Children not reading regularly at home	Further investment in reading resources –new class sets of quality read books (texts), Aquila subscription (weekly newspaper) to encourage reading in another format (it also provides an unbiased view of current events), CGP reading comprehension and Rising Star vocabulary books	Reading volunteers – Nil CGP reading comprehension booklets -£600 Quality first read books - £1,000 First News – Yearly subscription –£900 Reading eggs subscription £1000 Aquila subscription £200 Rising stars –Vocabulary books £200	All pupils	Year groups: All Purpose: To ensure every child has access to a wide and enriched curriculum. To ensure that no child is denied their rights to extended learning opportunities. Provide a rich and varied reading environment in and out of school.	Intended outcomes: Offer a range of reading materials. Extended learning opportunities. Enriched curriculum. Application of skills and knowledge. .Raised self – esteem and confidence to participate more actively in activities set.	Half term monitoring – leadership team Pupil progress meetings every half term Class Teacher monitors use of quality first read books/CGP comprehension booklets/Rising Star vocabulary books	PP children in year 6 are making outstanding progress in reading (1+ steps each half term) Year 5 Non SEN PP children to close the gap in reading Year 4 and Year 3 Non SEN PP children to close the gap in reading Areas where the gap is not currently closing has been

							<p>picked up in PPM and class teachers and TAs will be taking booster groups to ensure achievement is attained. Ensure all children are making at least good progress (3 steps+)</p> <p>AHT – Literacy/Reading lead monitors on-going each half term.</p>
<p>5.Through data analysis – a group of PP pupils with significant SEN from across the school need intervention in all 3 areas of the curriculum in order to close the attainment gap</p>	<p>To fully fund the ASD and ADHD lead (MV) post with responsibility for social and emotional support for children to remove barriers to their learning</p>	<p>£8,344</p>	<p>Highlighted pupils</p>	<p>Year groups: All Purpose: To create a group with PP pupils with ASD/ADHD who struggle to access the curriculum in their current class. To allow TAs in other year groups to work with a wider number of children. Timescales: Every morning, on-going throughout the year</p>	<p>Intended outcomes: SEN PP children begin to make progress. SEN and NON SEN PP children in Years 3, 4, 5 6 make more progress and continue to close the gap.</p>	<p>Half term monitoring – leadership team</p> <p>Pupil progress meetings every half term</p> <p>LM to monitor provisions and clubs</p> <p>Pupil data – Target tracker</p> <p>To support families in attendance</p> <p>Work with outside agencies</p> <p>Child protection vulnerable pupils/families</p>	<p>PP (inc PP SEN) pupils have made outstanding progress in all areas in Autumn term 1 and throughout each half term thereafter Ensure all children are making more than 3 steps progress.</p>

<p>6. To support families in attendance</p> <p>Work with outside agencies</p> <p>Child protection vulnerable pupils/families</p>	<p>To fully fund the Attendance/Family support worker/Deputy DSP/Pastoral team member (JK)</p>	<p>£25,155</p>	<p>Highlighted pupils</p>	<p>Year groups: All Purpose: To create a group with PP pupils with sig emotional/social or mental health needs who struggle to access the curriculum in their current class. To allow TAs in other year groups to work with a wider number of children. Timescales: Every morning, on-going throughout the year</p>	<p>Intended outcomes: SEN PP children begin to make progress. SEN and NON SEN PP children in Years 3, 4, 5 and 6 make more progress and continue to close the gap.</p>	<p>Half term monitoring – leadership team</p> <p>Pupil progress meetings every half term</p> <p>LM to monitor provisions and clubs</p> <p>Pupil data – Target tracker</p> <p>To support families in attendance</p> <p>Work with outside agencies</p> <p>Child protection vulnerable pupils/families</p>	<p>PP (inc PP SEN) pupils have made outstanding progress in all areas in Autumn term and throughout each half term thereafter. Ensure all children are making more than 3 steps progress.</p>
<p>7. Through data analysis – a group of PP pupils with significant SEN from across the school need intervention in all 3 areas of the curriculum in order to close the attainment gap.</p>	<p>Fund SENCO Lead DSP (for 4 of the 5 days a week she currently works) who works with all children promoting emotional resilience through Restorative Justice. Remove barriers to learning/parent workshops. Lead/direct Family support worker – Lisa Sinclair</p> <p>Work on 5- year plan to improve well-being.</p> <p>Well-being and Mental Health project being piloted at Reaside with the support of Lisa Bramwell and the U of W MAT.</p>	<p>£43,695</p>	<p>All pupils/PP pupils with significant SEN from across the school</p>	<p>Year groups: All Purpose: To create a group with PP pupils with sig SEN who struggle to access the curriculum in their current class. To allow TAs in other year groups to work with a wider number of children. Timescales: Every morning, on-going throughout the year</p>	<p>Intended outcomes: SEN PP children begin to make progress. SEN and NON SEN PP children in Years 3, 4, 5 and 6 make more progress and continue to close the gap.</p>	<p>KL to monitor through half term monitoring – as part of the leadership team</p> <p>Learning journey Performance management mid-point/end of year reviews.</p> <p>Soft data – observations of children’s attitude and self-esteem.</p> <p>Analysis of data of all year groups and PPM and PM meetings every half term</p> <p>To support families in attendance</p> <p>Work with outside agencies</p> <p>Child protection vulnerable pupils/families</p>	<p>PP (inc PP SEN) pupils have made outstanding progress in all areas in Autumn term 1 and throughout each half term thereafter. Ensure all children are making more than 3 steps progress.</p> <p>Children at Reaside will have been explicitly taught strategies to help them recognise their own state of well-being in a variety of situations</p> <p>Children will be able to describe their state of well-being and will know what helps them to improve this personally</p> <p>The curriculum of the school will promote the well-being of all throughout the school day, utilising a shared lexicon.</p> <p>Teachers will be skilled in improving the well-being of the children in their class, basing teaching and learning opportunities on the specific needs of the child.</p> <p>To build year on year sustainability, a clear, concise and agreed programme for implementation.</p>
<p>8. 20% of pupils are on the weekly safeguarding monitoring register/vulnerable list</p>	<p>To support pupils through emotional therapy /Pastoral support Family support work with issues such as parenting skills – Lisa Sinclair – delivering a bespoke programme to</p>	<p>Lisa Sinclair – FSW (costed in point 3 above)</p>	<p>60</p>	<p>Year groups: Across all Purpose: Support families in attendance Work with outside agencies Child protection Vulnerable</p>	<p>Intended outcomes: Support school in achieving 96.5%+ through home visits and support for families</p>	<p>Attendance Manager to monitor attendance daily, weekly, half-termly</p> <p>Referrals made as part of the dialogue within pastoral care team meetings – measure impact</p>	<p>Improved attendance above 96.5%+ has been maintained</p> <p>Behaviour observations in Autumn term 1 show at least 7/8 classes have good or better learning behaviour</p>

	highlighted children			pupils/families	<p>Relevant follow up action to be taken</p> <p>Improvement of emotional wellbeing so pupils can access learning more effectively</p> <p>Raised levels of attainment. Narrowing the gaps</p> <p>Specific support</p> <p>Success: Improved attendance Vulnerable pupil meetings with parents Outside agencies work Record of Child Protection Raised attainment and accelerated progress.</p>	<p>weekly and recorded within safeguarding file</p> <p>Behaviour observations – termly by AHT/HT</p> <p>Headteachers report to LGB</p>	<p>working towards 8/8 by the end of the summer term</p> <p>Playground observations show good behaviour and movement around school is calm.</p> <p>A range of support is accessed through the School nurse, Attendance officer, Frankley Plus Children's Centre and Family support worker are all accessed along with SLT and Educational Psychology services</p> <p>Family support has removed barriers to learning – all children achieve and make progress</p> <p>Improved emotional wellbeing – improved behaviour of identified pupils</p> <p>Regular training up-dates and relevant training courses attended</p>
9. Recognition of the limited life experiences that the children have and how this impacts upon their creativity	To provide a contribution to transport for school visits which is accessible to all pupil premium pupils in recognition of the limited life experiences that the children have and how this impacts upon their creativity	£3,000 Residential visits £5,000 -Transport and £2,500 Swimming pool sessions £300 school council Trip subsidy and visitors/ (see folder Income v expenditure - £5,000)	All pupils	<p>Year groups: All Purpose: To ensure every child has access to a wide and enriched curriculum. To raise aspiration and to actively encourage a thirst for knowledge. Timescales: Various trips offered throughout the year as part of the Cornerstones Curriculum.</p> <p>Various trips offered throughout the year. Whole school pantomime opportunity. Thus attempting to create a 'level playing field' in terms of life experiences.</p> <p>Success: Raised attainment. Accelerated progression. Extended purposeful learning opportunities. Enriched curriculum opportunities.</p>	<p>Intended outcomes: Pupils in KS2 attend residential visits/ participate in after school clubs /Swimming visits</p> <p>To ensure every child has access to a wide enriched curriculum. To raise aspiration and to actively encourage a thirst for knowledge</p> <p>Various trips offered throughout the year. Whole school pantomime opportunity. Thus attempting to create a 'level playing field' in terms of life experiences.</p> <p>Success: Raised attainment. Accelerated progression. Extended purposeful learning opportunities. Enriched curriculum opportunities.</p>	<p>AHT though attendance/ registers for clubs</p> <p>Pupil progress meeting – half termly</p> <p>Evaluations – as and when trip/visitor happens</p> <p>Book scrutiny – half termly</p> <p>Class learning journeys – ongoing</p> <p>Dojo/School weekly newsletter celebrate opportunities available for children at Reaside Academy.</p>	<p>Increased learning experiences for PP pupils</p> <p>Multiskills club afterschool every Tuesday</p> <p>Football club afterschool every Thursday</p> <p>Theatre trip all pupils Christmas pantomime -</p> <p>Children are able to draw on enrichment activities as a means of improving their imagination, vocabulary etc.</p> <p>To attempt to create a 'level playing field' in terms of life experiences</p> <p>Raised attainment</p> <p>Accelerated progression (5+ steps per academic year)</p> <p>Extended purposeful learning opportunities</p> <p>Enriched curriculum opportunities</p> <p>Raised self esteem</p>

					Raised self-esteem and confidence.		
10. Raising aspirations and providing enriching activities and increasing resilient learning behaviour	To support the cost of enrichment activities – Music specialist (2 days per week) Steve Layton Guitar Ukuleles Drumming Keyboard Fife	Ukulele/Guitar teacher for 2018-2019 academic year £2,050	All Pupils	Year groups: Rotating programme across the year Purpose: To enable all year groups to access regular music tuition provided by a specialist musician – Musical extravaganza performed every term to parents. Increasing opportunities for public performance. For children to develop listening skills and concentration and enjoyment through music lessons. Timescales: Music lessons every class once per week for 1 hour.	Intended outcomes : Raised self-esteem Broaden horizons and increased exposure to different types of music. Through learning to play an instrument develop resilience. To further develop listening and concentration skills.	Half term monitoring – leadership team Pupil progress meeting – LT and class teachers Pupil data – target tracker and booklet Parents to complete evaluation	Raised attainment Accelerated progression Extended purposeful learning opportunities Enriched curriculum opportunities Raised self esteem Photo evidence of musical performances. All children are receiving music tuition.
11. Research around the impact that parental involvement has upon a child's education. The need to raise the profile of education with parents and to encourage them to see the importance of learning	Weekly pastoral team coffee mornings with Senco/School nurse/HT or Family support worker.	£200	All pupils	Year groups: All Purpose: For parents/carers to have an easy to access forum to come into school and discuss any concerns they may have about their child with relevant members of staff. Timescales: On-going throughout the year	Intended outcomes: To increase parental involvement in school. To further strengthen relationships between school and parents. To promote early interventions for pupil concerns. Success: Parents regularly attend coffee mornings. Further improved school/parent links. Pupil concerns are dealt with quickly due to early interventions. Parental vive is increased.	Register of attendance Regular pastoral meetings with Senco (lead), LM, School nurse, HT, SLT, Family support worker and TA's – (Wednesday am).	Dates on school website: September 2018 October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 April 2019 May 2019 June 2019 July 2019
12. A member of staff (JH) that monitors PP children to ensure the attainment gap closes/ is eradicated –	Pupil premium Champion to attend PP and PM meetings regularly each half term and	£5,000	All PP pupils targeted for appropriate	Year groups: All (see progress data for targeted year groups)	Intended outcomes: Currently good progress is being made the attainment gap remains in	Half termly pupil progress and provision mapping meetings, data packs.	PP Champion to attend PP and PM meetings. PP interventions recorded for impact (Target Tracker

ensure PP remains a high profile and identifying appropriate interventions is swiftly actioned through PP and PM meetings	meet with HT and CoG		interventions	Purpose: To target PP children to either close the attainment gap through booster classes or to challenge higher attainers PP children to consistently ensure accelerated progress for all groups	certain year groups. Needs of individuals are highlighted and the PP Champion can hold staff to account within PP and PM meetings every half term. Interventions are in place quicker and impact closely monitored – closing the attainment gap.	PP Champion to be part of the PP and PM meetings. Target tracker to closely monitor PP children every half term.	reports RAG rate progress each half term) Booster groups and staff deployed in year 6 for all PP ability groups – closely monitored for impact
13. Children need to practice times tables at home and rehearse/extend their SPAG knowledge	VLE subscription	£2,900	All pupils	Year groups: All Purpose: To ensure every child has access to a wide and enriched, fun curriculum. Every child has the opportunity to extend their learning independently. Timescale: On-going throughout the year.	Intended outcomes: Extend learning opportunities. Enriched, fun opportunities – ‘Speedy Maths’ etc. to enhance skills and knowledge/ raise self-esteem. Success: Raised attainment and self-esteem	Half termly monitoring of mental maths (DK – Maths Lead). PP and PM meetings, CT, PP Champion, SLT. Monitor use of VLE throughout the year.	VLE is being used regularly in class and at home. English Lead and Maths Lead closely monitors how often this is being accessed outside of school and deals with issues arising i.e. lost passwords etc.
14. Intensive intervention support provided for children highlighted as needing EHC plans	Nurture room created – AC and SB to work alongside our SENco, to develop nurture approach.	AC and SB- £42,075	All pupils/PP pupils with significant SEN from across the school	Year groups: All Purpose: To create a group with PP pupils with sig SEN who struggle to access the curriculum in their current class. To allow TAs in other year groups to work with a wider number of children. Timescales: Every day, on-going throughout the year	Intended outcomes: SEN PP children begin to make progress. SEN and NON SEN PP children in Years 3, 4, 5 and 6 make more progress and continue to close the gap.	KL to monitor through half term monitoring – as part of the leadership team Learning journey Performance management mid-point/end of year reviews. Soft data – observations of children’s attitude and self-esteem. Analysis of data of all year groups and PPM and PM meetings every half term To support families in attendance Work with outside agencies Child protection vulnerable pupils/families	PP (inc PP SEN) pupils have made outstanding progress in all areas in Autumn term 1 and throughout each half term thereafter. Ensure all children are making more than 3 steps progress.

Key:

Educational spend	£ 107,964
Pastoral spend	£ 51,155

Total current expenditure = £159,119

Contingency funding = £19,081

As the Pupil premium funding is currently only an indicative amount we have held back a small contingency fund. We review our Pupil Premium spending and needs for interventions every half term as part of our Pupil Progress and Provision Mapping meetings. By holding a small contingency fund, we will be able to respond to any future needs for our pupil premium children as they arise.

Total = £178,200 (indicative amount)