



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 2016/2017 the allocation is £1320 per pupil.

Impact statement: Financial Year April 1st 2015 - March 31st 2016

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 2016 - 2017 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 - dictation, new class sets of quality read books (texts), weekly delivery of 'first news' to encourage reading in another format (it also provides an unbiased view of current events), PIRA reading tests, CGP reading comprehension and dedicated area in the library (with books focussed on pastoral care dealing with issues such as divorce, bereavement, same sex marriage etc.)
- Music tuition to raise aspiration - drumming, keyboard, fife, recorders etc.
- Inspire Workshops and Parent Workshops - to increase parental involvement
- Involvement of The Big Community - to support the academy in improving attendance

- Enhanced support staff - Teacher 3 days a week with a focus on PP children
- 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, Sweet Project and Malachi's 'Hope' Project 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 |
|----------------|----------------------------------|
| 2014-2015 | £164,000 |
| 2015- 2016 | £163,680 |
| 2016-2017 | £179,520 (Indicative allocation) |

| | 2014-2015 | 2015-2016 | 2016-2017 |
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| % of PP Pupils | 69.3% | 68.5% | 70% |
| Number of pupils eligible for pupil premium | (179 on roll) 124 | (181 on roll) 124 | (184 on roll) 136 |
| Number of service children eligible for pupil premium | 0 @ £953 = £0 | 0 @ £300 = £0 | 0 @ £300 = £0 |
| Total | £164,000 | £163,680 | £179,520 |

Financial Year April 1st 2016 - March 31st 2017

In April 2016 we received notification of our indicative allocation of £179,520 to support pupils who were eligible for FSM. We intend to spend this in the following ways:

Action plan for Pupil premium April 2016 - March 2017

| 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? |
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| 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+. | All PP children are named on all the Target Tracker planning templates (including tracking progress from KSI pack) ensuring all support staff are also aware of who the PP children are 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 | Nil | 70% of all the children at Reaside are pp | 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 | Intended outcomes: Although good and outstanding progress is being made the attainment gap remains in certain year groups. Needs are quickly identified and the LAB 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 | Half termly Target Tracker reports used in pupil progress and provision mapping meetings. PP LAB champion to be part of these half termly meetings. Using tracking from KSI to track closer the PP children | PP LAB champion attending PP and PM meetings. PP interventions included in PM (up-dated every half term including RAG rating pupil progress-colour coded) 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' A PP provision map identifies provision and children who may be missing out on provision so that these can be targeted. |

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| | <p>intervention more swiftly.</p> <p>PP children are highlighted at each half termly PM meeting and PP and PM with SLT and LAB</p> <p>PP champion to ensure 5 + steps are achieved each academic year.</p> | | | <p>level and ensure accelerated progress for all groups</p> <p>Timescales: On-going each half term</p> | <p>close the attainment gap.</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</p> |
| 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 | To set aspirational targets for PP children i.e. 5 +steps each year and communicated clearly with all staff through half termly pupil progress meetings | Nil | 70% of all the children at Reaside are PP | <p>Year groups: All (see progress data for targeted year groups)</p> <p>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</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 LAB 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 KSI 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 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</p> |

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| | | | | progress for all groups Timescales: On-going each half term | | | progress meetings and questions; need for boosting weaker groups and individuals; impact of interventions are monitored |
| Previous poor attendance data and the number of children identifies with low emotional resilience. This was a successful intervention from last year | The Big Community | £4,000 | All PP children targeted for interventions | <p>Year groups: All</p> <p>Purpose: To maintain/improve PA and absence %.</p> <p>Support academy in achieving this through home visits and support for families.</p> <p>Relevant spotlight paperwork/ action to be taken.</p> <p>Improvement of emotional wellbeing so that pupils can access learning more regularly and more effectively.</p> <p>Timescales: On-going throughout the</p> | <p>Intended outcomes: PA% and attendance % improves to be in line with national averages.</p> <p>Improved emotional and mental health well-being of our children. Thus improving learning behaviour of identified pupils.</p> <p>Family support to remove barriers to learning - all children achieve and make good or better progress.</p> | <p>Learning Mentor/Pastoral TA to monitor attendance daily, weekly and half termly.</p> <p>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</p> <p>Behaviour incident reports completed and monitored by AHT in SLT meetings.</p> <p>Headteachers report to the LGB.</p> | Attendance is 96.5%+ which is in line with national target. Highlighted children to receive support through 'Sweet Project' or Malachi 'Hope Project' Team. |

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| | | | | academic year. | | |
| Children not reading regularly at home | Further investment in reading resources - dictation, new class sets of quality read books (texts), weekly delivery of 'first news' to encourage reading in another format (it also provides an unbiased view of current events), PIRA reading tests, CGP reading comprehension and dedicated area in the library (with books focussed on pastoral care dealing with issues such as divorce, bereavement, same sex marriage etc.) | Reading volunteers - Nil Dictation - £100 PIRA tests - £1000 CGP reading comprehension booklets -£600 New books with a focus on pastoral care -£300 Quality first read books - £250 First News - Yearly subscription - £900 Reading eggs subscription £1000 | All pupils | <p>Year groups: All</p> <p>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.</p> | <p>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.</p> | <p>Half term monitoring - leadership team</p> <p>Pupil progress meetings every half term</p> <p>Class Teacher monitors use of quality first read books/CGP comprehension booklets/Dictation exercises and PIRA tests.</p> <p>PP children in year 6 are making outstanding progress in reading (+ steps each half term)</p> <p>Year 5 Non SEN PP children to close the gap in reading</p> <p>Year 4 and Year 3 Non SEN PP children to close the gap in reading</p> <p>Areas where the gap is not currently closing has been picked up in PPM and class teachers and TAs will be taking booster groups to ensure achievement is attained.</p> <p>AHT - Literacy/Reading lead monitors on-going each half term.</p> |
| Through data analysis - a group of PP pupils with significant SEN from across the school need intervention in | To fully fund the ASD and ADHD lead (MV) post with responsibility for social and emotional support for children to | £7,085 | Highlighted pupils | <p>Year groups: All</p> <p>Purpose: To create a group with PP pupils with ASD/ADHD who</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</p> | <p>Half term monitoring - leadership team</p> <p>Pupil progress meetings every half term</p> <p>PP (inc PP SEN) pupils have made outstanding progress in all areas in Autumn term 1 (+ steps) and throughout each half term thereafter</p> |

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| | all 3 areas of the curriculum in order to close the attainment gap | remove barriers to their learning | | 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 | progress and continue to close the gap. | LM to monitor provisions and clubs Pupil data - Target tracker To support families in attendance Work with outside agencies Child protection vulnerable pupils/families | |
| To support families in attendance Work with outside agencies Child protection vulnerable pupils/families | To fully fund the Attendance/Family support worker/Deputy DSP/Pastoral team member (JK) | £24,147 | Highlighted pupils | Year groups: All Purpose: To create a group with PP pupils with sig emotional/s 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 | 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. | Half term monitoring - leadership team Pupil progress meetings every half term LM to monitor provisions and clubs Pupil data - Target tracker 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 (+ steps) and throughout each half term thereafter |

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| | | | | a wider number of children. Timescales: Every morning, on-going throughout the year | | | |
| 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 | Fund SENCO Lead DSP (for 3 of the 4 days a week she currently works) who works with all children promoting emotional resilience. Remove barriers to learning/parent workshops. Lead/directs the Big Community | £31,967 | 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 morning, on-going | 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 (+ steps) and throughout each half term thereafter |

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| | | | | throughout the year | | | |
| 20% of pupils are on the weekly safeguarding monitoring register | To support pupils through emotional therapy /Pastoral support Family support work with issues such as parenting skills - Sweet Project and Malachi 'Hope Project' | Sweet Project £4,000 Malachi 'Hope Project' FOC | 60 | <p>Year groups: Across all</p> <p>Purpose: Support families in attendance Work with outside agencies Child protection Vulnerable pupils/families</p> | <p>Intended outcomes: Support school in achieving 96.5%+ through home visits and support for families</p> <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</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 weekly and recorded within safeguarding file</p> <p>Behaviour observations - termly by AHT/HT</p> <p>Headteachers report to LGB</p> | <p>Improved attendance above 96.5%+ has been maintained</p> <p>Behaviour observations in Autumn term 1 show at least 6/8 classes have good or better learning behaviour 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 Sweet Project/ Malachi, School nurse: learning Centre, Family support officers, emotional well-being officers 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> |

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| | | | | | Record of Child Protection Raised attainment and accelerated progress. | | Regular training up-dates and relevant training courses attended |
| 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 £3,200 Sports Plus after School and £5,400 Swimming sessions £300 school council Trip subsidy and visitors/theatre visits £4000 | All pupils | <p>Year groups: All</p> <p>Purpose: To ensure every child has access to a wide and enriched curriculum. To raise aspiration and to actively encourage a thirst for knowledge.</p> <p>Timescales: Various trips offered throughout the year as part of the Cornerstone Curriculum. Whole school trip to the seaside in the summer term planned this year.</p> | <p>Intended outcomes: Pupils in KS2 attend residential visits/ participate in after school clubs (Sports Plus)/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/trip to the seaside.</p> | <p>AHT through 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>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</p> <p>Christmas pantomime -Aladdin</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> |

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| | | | | | Thus attempting to create a 'level playing field' in terms of life experiences. Success: Raised attainment. Accelerated progression. Extended purposeful learning opportunities. Enriched curriculum opportunities. Raised self esteem and confidence. | | Raised self esteem |
| Raising aspirations and providing enriching activities and increasing resilient learning behaviour | To support the cost of enrichment activities - Fife Recorders Drumming Keyboard | £18,000 | All Pupils | Year groups: Rotating programme across the year Purpose: To enable all year groups to access regular music tuition provided by a residential musician - Musical extravaganza | 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 | 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 (5+ steps per academic year) Extended purposeful learning opportunities Enriched curriculum opportunities Raised self esteem Photo evidence of musical performances. |

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| | | | | <p>za performed every term to parents. Increasing opportunities for public performance.</p> <p>For children to develop listening skills and concentration and enjoyment through music lessons.</p> <p>Timescales: Every class once per week for 1 hour.</p> | <p>concentration skills.</p> | | All children are receiving music tuition. |
| Through data analysis - a group of PP pupils with significant needs from year 4 (Autumn term) year 3 (Spring term) year 5 (Summer term) need intervention in all three areas in order to | Teacher, three days a week | £23,500 | 4 | <p>Year groups: 3,4 and 5</p> <p>Purpose: To support PP pupils who struggle to access the curriculum in their current class.</p> <p>Intended outcomes: PP children begin to make accelerated progress.</p> <p>Timescales : Every Monday/Tuesday and Wednesday,</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> | | PP (inc PP SEN) pupils have made outstanding progress in all areas in Autumn term 1 (1+ steps) and throughout each half term thereafter |

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| close the attainment gap | | | | on-going throughout the year | | To support families in attendance Work with outside agencies Child protection vulnerable pupils/families | |
| 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 | Monthly pastoral team coffee mornings with Senco/School nurse/HT. Weekly meet with Malachi - Hope Project FOC (every Friday) | £400 | 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. | Register of attendance Regular pastoral meetings with Senco (lead), LM, School nurse, HT, SLT and TA's - (Wednesday am). | Dates on school website: October 2016 November 2016 January 2017 February 2017 March 2017 April 2017 May 2017 June 2017 |

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| | | | | | Parental voice is increased. | | |
| A member of staff (JH) that monitors PP children to ensure the attainment gap closes/ is eradicated - ensure PP remains a high profile and identifying appropriate interventions is swiftly actioned through PP and PM meetings | Pupil premium Champion to attend PP and PM meetings regularly each half term and meet with HT and CoG | £15,000 | All PP pupils targeted for appropriate interventions | <p>Year groups: All (see progress data for targeted year groups)</p> <p>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</p> | <p>Intended outcomes: Currently good/outstanding progress is being made the attainment gap remains in 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.</p> | <p>Half termly pupil progress and provision mapping meetings, data packs.</p> <p>PP Champion to be part of the PP and PM meetings.</p> <p>Target tracker to closely monitor PP children every half term.</p> | <p>PP Champion to attend PP and PM meetings.</p> <p>PP interventions recorded for impact (Target Tracker reports RAG rate progress each half term)</p> <p>Booster groups and staff deployed in year 6 for all PP ability groups - closely monitored for impact</p> |
| Children need to practice times tables at home and rehearse/extend their SPAG knowledge | VLE subscription | £2,900 | All pupils | <p>Year groups: All</p> <p>Purpose: To ensure every child has access to a wide and enriched, fun curriculum. Every child has the opportunity to extend their</p> | <p>Intended outcomes: Extend learning opportunities. Enriched, fun opportunities - 'Speedy Maths' etc. to enhance skills and knowledge/ raise self-esteem.</p> <p>Success: Raised attainment and self-esteem</p> | <p>Half termly monitoring of mental maths (DK - Maths Lead).</p> <p>PP and PM meetings, CT, PP Champion, SLT.</p> <p>Monitor use of VLE throughout the year.</p> | <p>VLE is being used regularly in class and at home.</p> <p>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.</p> |

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| | | | | learning independently. Timescale: On-going throughout the year. | | | |
| The need to increase the level of enjoyment that children have in school - increase experiences such as Glee club, Cookery club, Art club, Spanish club etc. and encourage the desire to learn and achieve. | After School Clubs - resourcing | £3,500 | All pupils have the opportunity to attend a school club | Year groups: All Purpose: To ensure every child has access to a wide and enriched curriculum. Timescales: On-going throughout the year. | Intended outcomes: Extended learning opportunities. Raised self-esteem. Success: Raised attainment. Accelerated progress. Raised self-esteem. | Half termly monitoring - PP and PM meetings. Use of Target Tracker. | Clubs and take up of clubs closely monitored. Pupils regularly consulted over range of activities offered - through School Council. |

Key:

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| Educational spend | |
| Pastoral spend | |

Total current expenditure = £150,549

Contingency funding = £28,971

As the Pupil premium funding is currently only an indicative amount we have held back a 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 back our contingency fund, we will be able to respond to any future needs for our pupil premium children as they arise.

Total = £179,520 (indicative amount)