



Pupil Premium strategy statement academic year 2019-20

Initial plan Pupil Premium governor champions: Mr Colin Avern, PP champions: Mrs Sandra Wiseman/Mrs Julie Hale

Funding for Pupil Premium (PP) pupils is targeted well. Additional teaching hours allow for specialist tuition and small group teaching and teaching assistants have been trained to provide help in individual subjects. Consequently, all pupils who receive extra help are doing very well in reading, writing and numeracy.

Progress 2018	Reaside Academy	Frankley Great Park Ward	Northfield	Birmingham
Reading	+1.9	-2.1	-1.0	-0.3
Writing	-2.5	-2.3	-1.2	-0.3
Maths	+1.8	-1.6	-0.8	+0.2

I. Summary information					
School	Reaside Academy				
Academic Year	2019/20	Total PP budget April 19/20	£203,000	Date of most recent external PP Review	Rachel Garrett - TLIF lead 9 th May 2019
Total Number of pupils	208	Number of pupils eligible for PP	139	Date for next internal review of this strategy	May 2020

2. Current attainment - KS2 2019 SAT	Pupils eligible for PP (school)	All Pupils (school)	All pupils (National Average)
Reading : ARE	81%	85%	73%
Reading: GD	48%	45%	27%
Writing : ARE	83%	83%	78%
Writing: GD	17%	21%	20%
SPAG: ARE	90%	91%	78%
SPAG:GD	45%	51%	36%
Maths: ARE	79%	79%	79%

Maths: GD	24%	25%	27%
Reading/Writing/Maths combined: ARE	74%	72%	65%
Reading/Writing/Maths combined: GD	12%	11%	11%

Additional detail

The Deprivation Pupil Premium funding is an amount of money that continues to be allocated by the government to support the education of those children who are deemed to be at a disadvantage. It allows Reaside Academy to form an annual strategy to ensure PP pupils are given an equal opportunity to succeed and reach their full academic potential measured from their starting points and national expectations.

The illustrative amount for 2018-19 was £178,200. The final figure confirmed in April is: £203,000. This is based on 139 pupils who are eligible for this additional funding and represents 60% of our school roll. The PP funding for Children Looked After has been currently confirmed at £3,900 for 2 child LAC. There are no service children currently on roll.

The Deprivation Pupil Premium funding continues to be a vital source of funding for our school, as the staff team ensure we diminish the difference in achievement and directly tackle disadvantage, inequality and the effects of poverty.

Our vision remains steadfast and clear. Every penny of this funding will be used to diminish achievement inequality, inspire aspirations and ensure all PP children have the opportunity to excel. Our sustained strategic energy and drive continues to ensure every pupil succeeds at the highest level, leaves our school secondary ready and has a firm foundation of skills, knowledge and experiences to help them succeed in their future life and in the workplace. We believe it is their entitlement.

We continue to adopt successful approaches suggested by others. We know that it is vital to continue to interweave what is proven good practice in to the plan and work in partnership with others to achieve success. In 2018/19 we are working in networks with local schools, TLIF programme, University of Wolverhampton MAT, IQM/ Centre of Excellence network schools and through partnerships forged with NCETM.

The use of research to improve the quality of teaching and learning in our school is becoming more widespread as we take our carefully managed journey, one step at a time, towards being optimal in our provision. In the 2018-19 strategic plan we have taken in to consideration: TLIF programme; Research reports from Creative Education; the DfE pupil absence report. Additionally, we have gleaned successful strategies from external training and scholarship.

New to our school systems for 2018-19 are separate dedicated achievement meetings to analyse the data and plan for the learning flight paths of those children who are deemed to be at a disadvantage. Collaborative PPA, progress meetings, formal achievement meetings, PPM sessions continue to give on-going opportunities to analyse progress and target pupil underachievement for all children within our school. Pupil achievement and progress from starting points is monitored each term. On-going information is shared with the staff team electronically as we move towards being a paper free school. Vulnerable pupils or cohorts are monitored every six weeks by the achievement leads. There are a few targeted children whose progress is monitored on a weekly basis. These systems give the layered Leadership Team the flexibility to amend PP spending strategies as we drive progress forward through the year, based upon up-to-date attainment and secured by formative assessment findings. An audit of the impact of Teaching and Learning is carried out through our 'Learning weeks', so that collaborative expertise can be shared and best practice elicited for consideration in the 2019-20 plan. The 2018-19 plan has been fully reviewed in May 2019, will be monitored by PP governors in November 19 and presented to the Governing Board at the December 2019 Governing Board meeting.

3. Barriers to attainment	
In-school barriers (issues to be addressed in school)	
A	Basic skills in Reading (comprehension), Maths Reasoning skills, Writing (SPAG) and Communication skills are low on entry in Year 3. Progress is slow during Autumn Term following transition from Holly Hill feeder school
B	SEN/D and Low Ability – Pupils are not making sufficient progress from their starting points on entry in Yr3 to Yr5
C	A large number of pupils have emotional resilience and mental health issues that prevents them from making good progress from their starting points on entry (KSI levels)
External barriers (issues which also require action outside of school)	
D	Explore the attainment of pupils who have between 90% - 96% attendance. Does this level of absence cause a disadvantage and impact on progress and attainment? Is a catch-up package needed? If so in all subjects or just some?

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
1	Improve rate of progress for pupil's entering school in Year 3 through smaller class size, additional support and quality first teaching	Pupils eligible for PP in Year 3 make rapid progress by the end of the Autumn Term and continue to meet attainment and progress targets at the end of the year
2	Improved rates of progress across KS2 SEN/D and low attaining pupils (KSI prior attainment bands) eligible for PP	Pupils eligible for PP identified as SEN/D, prior LA/MA band make rapid progress across KS2 in reading, writing and maths. Accurate teacher assessments based on agreed termly test and successful moderation practices established across the MAT give a clear indication of progress and attainment from their starting points.
3	Increased support for pupils with challenging barriers to learning that significantly affects progress over KS2	Pupil's identified for additional support for mental health and emotional resilience issues make good progress from their starting points
4	Increased teacher support for Year 6 pupils	Year 6 pupil's eligible for PP identified as falling behind expected started to receive focused, individualised support to ensure standards are reached in Reading, Writing and Maths at the end of KS2.
5	Closely monitored rates of attendance for pupils eligible for PP	Attendance for PP pupils to be at or above 96.0%
6	Improved confidence and resilience of Year 4 children with Forest schools	Year 4 develop self-confidence, perseverance and resilience traits alongside improved collaborative learning which enables them to make rapid progress.

5. Planned expenditure					
Academic Year		2019/20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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 of implementation
A. Improved rate of progress for Year 3 pupils on entry through Autumn Term that is then sustained over KS2	Additional class teacher (Autumn term) and two additional Teaching Assistants appointed Year 3 cohort of 60	We want to invest some of the PPG in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest that although reducing class size and small group tuition is high cost it does have an impact value of between 3 and 4 months which would considerably reduce the impact of transition from Infant to Junior school	Regular Pupil Progress meetings and book scrutiny across 2 Year 3 classes. Tracking Teacher Assessment data and standardised test scores over 3 terms and comparing rates of progress with previous cohorts	HT/AHT	Termly MI – Sept-Dec £13,500 OC – £19,500 SB – £24,750 Cost: £57,750
B. Improved progress for pupils with low attainment (Prior KSI results) – Year 6 AHT support – Year 3 to 5 on entry from Holly Hill Infants	Quality CPD on reading skills, writing and maths reasoning and mastery approaches led by SLT/MLT members and external providers. Quality resources to support LA/MA pupils Regular CPD on Quality First Teaching approaches to improve practice and ensure good practice is shared. Additional support as needed.	LA and MA pupils eligible for PP are making less progress than other HA/LA/MA pupils across Key Stage 2 in Reading, Writing and Maths. We want to ensure that these pupils make good progress from their starting points in Year 3. We want teachers to receive good quality CPD from school leaders or external providers. This requires leaders to have additional release time other than statutory PPA. In addition, more resources are required to ensure that the provision for these vulnerable groups is appropriate. We wish to maintain the level of support in each classroom by ensuring there is an experienced and effective Teaching Assistant (Level 3 or HLTA). HLTA in year 3 and Year 5.	CPD cycle and quality and impact of training on teachers and TA's practices improves quality first teaching and pupil progress This will be monitored through lesson observations, learning weeks and walks and book scrutinies alongside data analysis. The monitoring will be conducted by MLT, SLT and Governors. External monitoring will be conducted by the University of Wolverhampton MAT.	AHT-English MLT – Maths SEND Co Lead	Termly HLTA's AC – Year 3 – £15,000 TP – £10,300 VT – Year 6 – £22,475 AI – £9,274

					Cost: £57,049
Total budgeted cost					£114,799

ii. 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 of implementation
C. Improved progress for pupils displaying challenging barriers to learning including emotional resilience and mental health issues	Embed current practice - bespoke family support worker. This is a weekly on-going package. A Service Level Agreement has been signed.	We aim to support an increasing number of pupils who display persistent barriers to learning and affect the learning in the classroom day to day. EEF Toolkit indicates that targeting behaviours through specific intervention can have an impact value of 3 months and if linked to meta-cognition and self-regulation this can increase to 8 months	This is a long term project that can benefit identified individuals as well as whole cohorts and classes. Although implementation is complete it will take 12 months before impact of spending can be measured. The progress of pupil's who are referred to Lisa will be tracked through the school's data 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	HT AHT SEND Lead	Yearly LS - £8,000 SEND Lead - 3/5 days - £33,662 Cost: £41,662
D. Identified Year 6 pupils make rapid progress through focused support and reach expected standard by end of KS2	Additional teacher support for Year 6 pupils identified as not on target to reach expected standard	We aim to support a number of eligible pupils through intensive support. Short, regular sessions of tuition have been identified by EEF Toolkit linked to extensive evidence as having high impact despite the high cost - an impact measure of 5 months has been measured on a basis of 3 to 5 30minutes sessions over a period of 6-12	AHT to support Year 6 class teachers. She will discuss progress of pupils and track progress data over Autumn and Spring Term and KS2 SATs	AHT	End of Autumn, Spring and Summer term data 2018 AHT -all year

		weeks. Additional adult support has previously been shown to improve confidence and self-esteem which is transferred to other areas of the curriculum			2 days support to ensure quality first teaching in place from all teaching staff in year 6 Cost: £26,343
Total budgeted cost					£68,005

iii. Other approaches					
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 of implementation
E. Maintain high attendance rates for PP pupils	Continue attendance strategies: To fully fund the Attendance/Family support worker/Deputy DSP/Pastoral team member. Continue attendance incentives and rewards ie Weekly attendance awards	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Learning Mentor/Pastoral TA to monitor attendance daily, weekly and half termly. Weekly data on attendance and meetings with DSL and fortnightly attendance reports from DSL for all groups of pupils including PPG, PPG Boys and PPG girls	Attendance officer	Termly DSL - MS £1,000 MV - LM £8,537 JK - LM £5,147 Cost: £14,684
F. Improved confidence and collaboration through Outdoor Adventure Experience	Year 4 to engage with Forest School activities (at a higher level) throughout the academic year.	EEF Toolkit indicates that Outdoor Education Activities that focus on improving pupil's confidence, resilience and collaborative learning can have an impact value of 3 months. This would be most beneficial for Year 4.	Year 4 pupil's progress data will be tracked through the year Teacher's voice and feedback will indicate the impact the activities have had on pupil's confidence, resilience and collaborative skills		Termly Forest School Year 4 - £7,800 Cost: £7,800

Total budgeted cost

£22,484

Key:

Educational spend	£141,142
Pastoral spend	£64,146

Total current expenditure = £205,288