

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Reaside Academy
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Hayley Carrier
Pupil premium lead	Samantha Rich
Governor / Trustee lead	Julie Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222160
Recovery premium funding allocation this academic year	£22 040 £20021.87 carry forward
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13155.81
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£244200 £276 377.72 carry forward

Part A: Pupil premium strategy plan

Statement of intent

<ul style="list-style-type: none">• Attainment and progress of disadvantaged learners in reading, to continue to be above that of others' nationally, despite the periods of national school closures.
<ul style="list-style-type: none">• Attainment and progress of disadvantaged learners in writing, to be at least in line with that of others' nationally.
<ul style="list-style-type: none">• Attainment and progress of disadvantaged learners in maths, to be accelerated so that attainment at both ARE and GDS, are at least in line with national others
<ul style="list-style-type: none">• Improve attendance of disadvantaged pupils to LA average
<ul style="list-style-type: none">• Ensure that all disadvantaged children make the same rate of progress as others nationally in all core subjects, relative to their PAG; particularly the high PAG
<ul style="list-style-type: none">• Improved progress for pupils displaying challenging behaviours to learning including emotional resilience and mental health issues.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates of the disadvantaged group are below those of others, both at school level and nationally. For the academic year 2022-23, the attendance of the group entitled to PP, was 92.3% c/t 96.2% for the others at school level and 95% for others nationally (22-23)
2	Persistent absence rates of our disadvantaged group are significantly higher than those for non- disadvantaged nationally. For the 2022-23-year, PA for this group was 25.5%, c/t 5.3% for others (22-23) and 22.3% nationally
3	A considerable number of our Pupil Premium children (45%) have a diagnosis of ADHD and / or autism with a further 10% awaiting a formal diagnosis. It is proven that strategies to support neurodivergent learners are in fact beneficial to all and help with working and long-term memory.
4	Large numbers of pupils have emotional and mental health issues that prevent them from making good progress from their starting points.
5	Level of lost learning for children, post period of national school closures

6	Historic lack of teacher CPD to ensure that the quality of teaching remains at least GOOD across the academy and that staff are experts in the subjects that they teach
7	The emotional needs that many of our children carry, can contribute to instances of low-level behaviour

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
Attendance rate for the disadvantaged group to improve.	<ul style="list-style-type: none"> Attendance rate for this group shows improvement over time Attendance rate is at least in line with national others Case studies demonstrate work that has been done with individual families and the impact of this Attendance to be at least 94% Absence to be below 6% Absence of dis boys group to be below at least 6% Lateness % to be below 5% for the disadvantaged group
Persistent absence rate for the disadvantaged group to reduce.	<ul style="list-style-type: none"> PA rates will reduce Evidence of work done with families and the impact of this Children will make accelerated progress to close the gap between them and other nationally in all subjects due to improved attendance meaning gaps can be identified and closed PA to be below at least 18% PA of dis boys to be below at least 25%
Children to make rapid progress with their reading fluency.	<ul style="list-style-type: none"> Staff will receive most up to date CPD in order for them to teach early reading, effectively School will have the appropriate resources to ensure the teaching of reading is highly effective Children will make accelerated progress with their reading, from their starting points Outcomes in reading will improve with % of children achieving 100wpm

	<p>on age-appropriate extract, increasing at the end of each term.</p> <ul style="list-style-type: none"> • The gap between outcomes for the disadvantaged group will reduce compared to the national others group
Children and families' need to be well supported so that they can make good progress in school.	<ul style="list-style-type: none"> • Children and families feel well supported by the school • Staff have strong links with external agencies to offer the appropriate level of support • Impact of school counsellor is clear on individual families

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: £8163.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Autism and ADHD friendly school training	EEF research on the teaching of neurodivergent learners needs specific adaptations based on individual need and profiles which is rooted in adaptive teaching and approaches. These adaptations however are proven to support all learners in making good progress from their starting points.	3 / 5 / 6
CPD for Adaptive teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching and adaptive teaching which meets the needs of all learners is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. children	3 / 6
Resources for all staff on using IT to improve quality of teaching and learning	As above	6

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

Budgeted cost: £165190.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to deliver targeted interventions	The EEF Teaching and Learning Toolkit outlines that small group intervention has moderate impact for low cost. Children can make up to 4+ months progress through receiving high-quality, small group intervention. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	3 / 5 / 6
Teachers to deliver tutoring to disadvantaged children.	This will be funded from the Recovery Premium initiative so that small intensive teaching and 'keep up not catch up' groups can run. This is supplemented by PP money. We will also use NTP after school tutoring ran by school staff	3 / 5
Reading Support and intervention	Using Accelerated Reader to track reading progress and identify the intervention that is needed on an individual basis. All research shows that readers cannot comprehend text fully if their cognitive load is being used to decode as they are not fluent. By targeting reading fluency, we will be able to remove a significant barrier to children's education.	5
Speech and Language support for children	EEF research shows that oral language interventions have very high impact for very low cost based on extensive evidence. Children can make up to 6+ months additional progress through receiving this intervention. We know that many of our children do not come from language rich environments and this can be a barrier to their learning and progress.	3 / 5
Specialist music tuition secured for our year 4 cohort and electives	EEF research states that participation in the arts can have a positive impact on academic outcomes in the wider curriculum. It suggests that this can be up to 3 months.	4 / 7

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

Budgeted cost: £48806.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO to work alongside Attendance Officer to support with managing attendance	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.	1 / 2
Learning Mentor	We have appointed a full time Learning mentor who will work to support the well being and mental health needs of families, with a focus on Early Help work and improving attendance	4/7/1/2
Votes For School	o promote Oracy, language and communication. This will positively impact writing outcomes as well as personal development giving children a positive outlet to voice their opinions	4/5/7
Forest School practitioner to widen children's experiences and allow them to be better prepared for learning	To support the emotional needs of our children, and their personal development so that they are better equipped to face challenges and succeed.	4
ELSA Training £700 (£250 per annum there after)	As above	4
Subsidising costs for educational visits and experiences included those run after school	To ensure that out PP children have access to the same cultural experiences as their peers, which is vital to widening wider life experiences and aspirations	1 / 4 / 7
Awards system for celebrating children who have good attendance	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.	1 / 2

Total budgeted cost: £222160

Total allocation: £222160

Shortfall made up from GAG: £0