

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	207
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£233 840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5283
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	£239 123

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). Data for 23-24 is yet to be released.
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. Data for 23-24 is yet to be released.
3	Those with poor attendance have significant gaps in their learning and require intensive catch-up sessions and targeted support if they are going to be able to meet the expected standard for their year group and key stage. This includes but is not limited to their reading fluency being below the age-related expectation.
4	Large numbers of pupils have emotional and mental health issues that prevent them from making good progress from their starting points. The emotional needs that many of our children carry are significant barriers to their learning

	and they are not able to manage the cognitive load needed to retain new information.
5	40% of our PP children are also SEND, with our highest area of need being identified as SALT. This poses as a significant barrier to both academic attainment, progress and personal development.
6	Our disadvantaged children have limited opportunities regarding their personal development. This also poses an additional barrier as they often lack the contextual understanding needed to fully access the curriculum.

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 or 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 others 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 as this is a barrier to all areas of the curriculum	<ul style="list-style-type: none"> 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's speech and language barriers, which are our highest area of SEND will be reduced allowing them to make good progress	<ul style="list-style-type: none"> • Reduction in frustration as a result of communication barriers • Oracy and transcribing skills will improve • Beneficial impact of working memory and social skills
Children and families' needs 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: £46 657.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
IT based resources for all staff to help address gaps in children's learning.	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	3 / 4

	which meets the needs of all learners is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	
Additional Teacher	As above. The additional teacher will be placed in Year 6, as they have been identified as the year group most negatively impacted by poor attendance, periods of persistent absence and SEMH needs.	3 / 4 / 2

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

Budgeted cost: £168 720.02

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 / 4
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 progress per subject.	3 / 4 / 6

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

Budgeted cost: £8900.36

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. They will be working to implement the new guidance released for September 2024.	1 / 2 / 3
Learning Mentor	We have appointed a full time Learning mentor who will work to support the wellbeing and mental health needs of families, with a focus on Early Help work and improving attendance for disadvantaged children.	1 / 2 / 4 / 3
ELSA supervision £250 per annum	As above and also ensuring that the ELSA practitioner receives adequate support in post regarding their own effectiveness and mental well-being	4
Subsidising costs for educational visits and experiences included those run after school	To ensure that our PP children have access to the same cultural experiences as their peers, which is vital to widening wider life experiences and aspirations	1 / 3 / 6
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: £ 239 123

Total allocation: £ 239 123

Shortfall made up from GAG: £0