

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	195
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Samantha Rich
Pupil premium lead	Katie Thompson
Governor / Trustee lead	Karen Kennedy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,021.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£40517.26
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	£277 529.01

Part A: Pupil premium strategy plan

Statement of intent

At Reaside Academy, our intent is to provide the required support and experiences, both academically and socially, so that disadvantaged children have equality and equity with their non-disadvantaged peers. Our academy is in the bottom 7% for deprivation nationally according to the English indices of deprivation 2025. We will work to ensure that all identified children are supported in reaching their full potential, regardless of their starting points so that their future opportunities are not limited. We recognise that high-quality teaching is the most effective way to do this, and this knowledge underpins everything outlined in our plan. Additionally, we are aware that one of the largest barriers to learning our dis-advantaged children face is poor attendance, so strategies to improve this are integral to the plan's success. This will be achieved through the following actions and foci:

- Attainment and progress of disadvantaged learners in all subjects, but with a focus on Reading, Writing and Mathematics to be supported through a focus on quality first teaching in line with current educational based research and recommendations from the EEF. We will aspire for all dis-advantaged children to achieve the same academic outcomes as their disadvantaged peers both locally and nationally.
- Attainment and progress of disadvantaged learners in all subjects to be supported through adaptive teaching methods which will not be limited to SEND but take into consideration each child's needs based on their lived experiences
- Ensure that pupils are confident and fluent readers, with a good standard of oracy so that they can fully access the curriculum and communicate effectively in regard to both their personal needs and academic understanding
- Supporting ECT and new subject leaders in understanding the barriers that are faced by disadvantaged children holistically, so that they can tailor learning to meet the needs of this group of learners.
- Improve attendance of disadvantaged pupils to LA average, with a focus on lates, so that they receive the high-quality teaching been provided in the classroom, so that they can reach their potential academically and develop the wider personal skills needed for life-long success.
- Provide appropriate and timely support for pupils displaying challenging behaviours to learning including emotional resilience and mental health issues

so that these do not become barriers to academic success. Children will feel safe and confident to have aspirational targets for their own future.

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 2023-24, the attendance of the group entitled to PP, was 92.5.% c/t 95.6% for the others at school level and 94.2% for others nationally (23-24). Data for subsequent years is yet to be released.
2	Persistent absence rates of our disadvantaged group are significantly higher than our non- disadvantaged group. For the 2023-24-year, PA for this group was 23.8%, c/t 11.9% for others (23-24) It was lower than the national figure of 34.8% for the first time. Data for 24-25 is yet to be released.
3	Attainment for disadvantaged children, particularly those who also have poor attendance are significant. They 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	51% 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, reading fluency, oracy 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, with an aspirational target of this group of children meeting at least national in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> • Attendance rate for this group shows improvement over the three-year plan improving from 92.5 % by 1% per year • Attendance aspirations are to be 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 from 23.8 % to by 3% per year • Evidence of work done with families and the impact of this-measured via the attendance tracker sheet. Clear improvement in % of attendance which can be measured on an individual basis using the inclusion portfolio • 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. Data to be tracked in half termly • PA to be below at least 18% PA of dis boys to be below at least 25%
Disadvantaged pupils' attainment, particularly those with SEND, will increase for all subjects,	<ul style="list-style-type: none"> • School will have the appropriate resources to ensure the teaching of all subjects is highly effective including high quality teaching texts, access to CPD through the National College, manipulative resources and access to widgits. These resources will support in making learning more accessible to all children but particularly those with SEND. • Children will make accelerated progress with their reading comprehension and fluency, from their starting points. This will be measured through 100wpm assessments as well as their reading ages. Reading ages and reading fluency scores will increase. This will translate to age related reading outcomes • Class teachers and support staff will support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. • The gap between outcomes for the disadvantaged group will reduce to below

	<p>10% compared to the national others group at GDS</p> <ul style="list-style-type: none"> • Catch up sessions will take place daily to secure key learning and prevent gaps in knowledge • Interventions will be put in place to address identified gaps and outcomes carefully monitored and measured. Interventions to include the rapid read programme, precision teaching, phonics as well as keep up not catch up sessions. This will aid progress by addressing gaps in learning and will be monitored through an intervention tracker
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, reading fluency and transcribing skills will improve • Beneficial impact of working memory and social skills- progress to be measured using lucid recall
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- surveys and pupil voice will reflect this and engagement with schools events will increase. Engagement of SEND parents will be monitored through an engagement tracker. • Staff have strong links with external agencies to offer the appropriate level of support • Impact of mental health and behaviour support is clear for individual pupils and their families. Bromcome will show reduced logs of mental health support
Ensure that the experiences of disadvantaged pupils is not limited compared to their non-disadvantaged peers	<ul style="list-style-type: none"> • Access to forest school sessions to mirror skills provided by organisations such as Scouts • Trips and workshops, some of which will support learning • Extra-curricular activities such as instrumental lessons

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: £20 715

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>IT based resources for all staff to help address gaps in children's learning.</p> <p>£4715</p>	<p>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. This includes LBQ and Accelerated reader</p> <p>Using Digital Technology to Improve Learning EEF</p>	3
<p>High Quality CPD. for all, but with a focus on ECTs and new subject leaders to ensure teaching is good or better in every classroom.</p> <p>£2000</p>	<p>The EEF states that: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Effective Professional Development EEF</p>	3
<p>Pupil Premium Lead salary contribution</p> <p>£14 000</p>	<p>To allow dedicated release time to accurately monitor and track the impact of the strategies used to improve outcomes for all disadvantaged children throughout the Year and QA provision</p>	All

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

Budgeted cost: £227 725.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Support staff to deliver targeted interventions</p> <p>£172 996. 71</p>	<p>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.</p> <p>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.</p> <p>Deployment of Teaching Assistants EEF</p>	3 & 5
<p>Support staff to run keep up not catch-up sessions to support the retention of knowledge and support those with poor attendance</p> <p>Shared cost with above</p>	<p>Spaced learning shows that 'post tutoring' and re-visiting subject content can help to secure new knowledge to the long-term memory and therefore increase academic success.</p> <p>Deployment of Teaching Assistants EEF</p>	3 & 5
<p>Speech and Language support for children</p> <p>£7500</p>	<p>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.</p> <p>Oral language interventions EEF</p>	3 & 5
<p>Specialist music tuition secured for our year 3 & 4 cohort and electives</p> <p>£5493.80</p>	<p>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. We also know that children are more likely to attend when they know learning is creative.</p> <p>Arts participation EEF</p>	1, 2 ,3 & 6
<p>COBs behaviour support for targeted children to help remove SEMH needs as a barrier to learning</p> <p>£825</p>	<p>It is well documented that children need to be well-regulated in order to learn. If SEMH needs are unmet, then they will be unable to reach their potential</p> <p>ED612210.pdf</p>	4 to allow for 3
<p>Additional teacher for Spring 1 – Summer 1 SATS tutoring</p>	<p>Spaced learning shows that 'post tutoring' and re-visiting subject content can help to secure new knowledge to the long-term</p>	3 & 5

£40 909.82	memory and therefore increase academic success. Deployment of Teaching Assistants EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29 088.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO to work alongside Attendance Officer to support with managing attendance £3500	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. Understanding the use of Attendance & Family Liaison Officers... EEF Attendance interventions rapid evidence assessment EEF	1 2 & 3
Learning Mentor £19 813.68	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. Mentoring EEF	1, 2, 3 & 4
ELSA supervision £275	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 £4000	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 Outdoor adventure learning EEF EEF Projects	1, 2, 3 & 6
Awards system for celebrating children who have good attendance £1000	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Supporting attendance EEF	1, 2 and 3

	Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf	
Allotment project to support SEMH needs £500	The Council for Outside Learning states; Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem. It also provides children with opportunities to learn skills they may otherwise be unable to access. Outdoor adventure learning EEF	4 & 5

Total budgeted cost: £ £277 529.01

Total allocation: £

Shortfall made up from GAG: £0

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes at end of Key Stage 2 **Combined:**

	Reaside All Children 2025	Reaside Disadvantaged 2025	Reaside Non-Disadvantaged 2025	National Disadvantaged 2025	National Non-Disadvantaged 2025
EXS+ (R/W/M)	62%	66%	57%	47%	69%
GDS (R/W/M)	8%	5%	20%	4%	11%

Reading

	Reaside All Children 2025	Reaside Disadvanta ged 2025	Reaside Non- Disadvanta ged 2025	National Disadvanta ged 2025	National Non- Disadvanta ged 2025
EXS +	85%	85%	86%	63%	81%
GD S	35%	37%	43%	-	-

Writing

	Reaside All Children 2025	Reaside Disadvantaged 2025	Reaside Non-Disadvantaged 2025	National Disadvantaged 2025	National Non-Disadvantaged 2025
EXS +	71%	69%	71%	59%	78%
GD S	12%	12%	29%	-	-

Maths

	Reaside All Children 2025	Reaside Disadvantaged 2025	Reaside Non-Disadvantaged 2025	National Disadvantaged 2025	National Non-Disadvantaged 2025
EXS +	77%	78%	71%	61%	80%
GD S	4%	37%	43%	-	-

Further KS2 data for disadvantaged children:

Subject	2023 – 2024 Reaside Disadvantaged data	Difference Reaside disadvantaged and National Non-Disadvantaged	2024 – 2025 Reaside Disadvantaged data	Difference Reaside disadvantaged and National Non-Disadvantaged	Positive change % from the previous academic year
Combined	55%	-12%	66%	-3%	10%
Reading	64%	-15%	85%	+4%	19%
Writing	76%	-2%	69%	+10%	-7%
Maths	66%	-13%	78%	-2%	12%