

**Pupil Premium Review of Spending: Reigate School  
2018-2019**

Summary Information							
<b>Academic Year</b>	2018/2019	<b>Total PP Budget</b>	£259,930	<b>Students on Roll</b>	1264	<b>No. of PP students</b>	288

1. Reminder of barriers to future attainment for PP students as set out in Pupil Premium Strategy Statement 2018-2019	
A	A greater percentage of PP children arrive at Reigate School with lower levels of attainment in English & maths than the national average, which results in lower attainment for PP children.
B	A greater percentage of disadvantaged children do not make expected progress in Years 7-11. Consequently, the progress of PP children is below the national average for all students.
C	Lower aspirations among PP children has resulted in low engagement & less active participation, both in lessons, with homework, & in leadership roles across the school.
D	Attendance of PP children is not as high as that of non-PP children, resulting in gaps in children's knowledge, which impacts attainment & progress in GCSE examinations.

2. Reminder of Desired Outcomes and Success Criteria as set out in Pupil Premium Strategy Statement 2018-2019		
	<i>Desired Outcomes</i>	<i>Success Criteria</i>
A	Improved attainment in English and maths of PP children.	Increase in the % of PP children making expected attainment grade in all subjects.
B	All PP children will make the same progress as non-PP children.	Reduction in the gap between PP & all children in their Progress 8 scores in GCSE examinations in 2019.  Reduction in the gap between PP and all children identified as making at least expected progress in all other year groups.
C	All PP children to participate fully in lessons, complete all homework set & participate in extra-curricular activities.	Reduction in the gap between PP & all children in their Progress 8 scores in GCSE examinations in 2019.  Reduction in the gap between PP and all children identified as making at least expected progress.  Improvement in the percentage of PP children engaging in after school enrichment & intervention sessions, as well in leadership roles.
D	PP children to attend school as regularly as non-PP children.	Attendance of PP children is at least 95% for each year group.

3. Planned Expenditure			
i. Quality of teaching for all			£176,293
Desired outcome	Actions & Approach	Implementation Process	Effect of Expenditure
<p>B. All PP children will make the same progress as non-PP children.</p> <p>C. All PP children to participate fully in lessons, complete all homework set &amp; participate in extra-curricular activities.</p>	<p>Improve teaching, and thereby raise achievement, for disadvantaged children, so that the characteristics of underachievement that were observed are eradicated, by the following non-negotiable across the school – in every lesson, every day teachers must CATCH:</p> <p><b>Check</b> the work of disadvantaged children ensuring they are not falling behind by using 'live marking' and setting short term goals in lessons.</p> <p><b>Aspire</b> to greatness by having high expectations of what disadvantaged children are capable of achieving by insisting that work is well presented, accurate, completed to the pupils' best standard and marked in line with the school policy.</p> <p><b>Talk</b> to every disadvantaged child directly to support vocabulary development, speaking and listening skills.</p> <p><b>Capture</b> the good by finding appropriate ways to praise and reward disadvantaged children in particular, through the school rewards system.</p> <p><b>Homework</b> – ensure disadvantaged children understand what is expected of them, have the resources to complete the work and actually complete it. Intervene with support every time the homework isn't completed to a high standard.</p>	<p>Senior Staff Rota to monitor the use of CATCH in lessons.</p> <p>Robust process of book-checks.</p> <p>Training delivered fortnightly in briefing called the "Catch Up" by staff members identified as using CATCH meaningfully.</p> <p>Regular INSET training on CATCH and strategies for teaching PP children.</p>	<p>While Progress 8 scores have not been officially released by the DFE yet, our school predictions indicate that there has been a closing of the gap between PP &amp; non-PP children from -0.8 in 2018 to -0.55 in 2019. Attainment 8 for PP children has risen from 37.75 in 2018 to 38.23 in 2019.</p> <p>Through SSR, INSET and CPD for teachers, CATCH has been successfully embedded in lessons throughout the school, as evidenced by lesson observations, Senior Staff drop-ins and external reviews of teaching and learning undertaken in October &amp; May, which all demonstrated that CATCH was being used in lessons to effectively support underachieving PP children.</p> <p>Departments have also updated their marking and feedback policies to ensure that PP children's work is consistently being checked and supported in lessons.</p> <p>The percentage of homework missed PP children dropped from 44% in the Autumn term to 40% in the Summer term; however, further intervention is required to ensure that the percentage is in line with the percentage of PP children at the school.</p>
<p>A. Improved attainment in English and maths of PP children.</p> <p>B. All PP children will make the same</p>	<p>Improving the reading comprehension skills of children:</p> <p>DEAR – Drop Everything and Read for 20 minutes a day in Years 7,8, &amp; 9.</p> <p>Accelerated Reader in Year 7 &amp; 8 classes.</p>	<p>DEAR takes place each day for 20 minutes.</p> <p>Termly reading tests take place to identify the reading age of Year 7 &amp; 8 students; this will be used to measure progress and impact.</p>	<p>According to school figures, Attainment 8 for Pupil Premium children dipped in English from 8.82 in 2018 to 8.26 in 2019. The same is true for the Progress 8 figure in English, which reduced from -0.4 in 2018 to -0.65 in 2019. However, 2020 predictions suggest that improvements are being made in Year 10 &amp;</p>

<p>progress as non-PP children.</p>		<p>Reading age data will be used to identify students for intervention and extra support in lessons, monitored by a dedicated member of staff in the English Department and Senior Leadership.</p>	<p>below, with English predictions at 8.62 for Attainment 8 and -0.27 for Progress 8. In Maths, there was an improvement in Attainment 8 scores from 7.69 in 2018 to 7.74 in 2019. Furthermore, there was also an improvement in Progress 8 scores from -0.36 in 2018 to -0.29 in 2019. These improvements are predicted to continue in Maths, whose GCSE 2020 predictions indicate a Progress 8 figure of -0.24.</p> <p>DEAR continues to be timetabled into lessons daily for Years 7, 8 &amp; 9, while Accelerated Reader was delivered successfully to children in Year 7 &amp; 8. Reading age data from Accelerated Reader indicates an improvement in the reading ages of PP children. 78% of children were either at age-related expectations or had made an improvement in their reading age in Year 7, while the same figure was 75% in Year 8.</p>
<p>B. All PP children will make the same progress as non-PP children.</p> <p>C. All PP children to participate fully in lessons, complete all homework set &amp; participate in extra-curricular activities.</p>	<p>Monitoring &amp; Evaluating the completion of homework:</p> <p>Show My Homework will continue to be used to monitor children's completion of homework.</p> <p>Homework Club will run for PP children in the Library after school from 3pm-5pm, with the librarian, Intervention Tutors &amp; homework mentors supporting PP students, who have been targeted by their Heads of Year because they are struggling to complete homework.</p>	<p>Assistant Headteacher oversees the use of Show My Homework.</p> <p>Heads of Year &amp; Form Tutors work with year groups to overcome barriers to homework completion, using Pupil Premium profiles to record PP children's ability to complete homework outside of school. Heads of Year &amp; Form Tutors identify students who are encouraged to attend regularly.</p> <p>Homework Club runs daily from 3pm-5pm for all students in the library. This is staffed. Year 10 peer tutors are available to support lower year groups with their homework.</p>	<p>An audit of how PP children completed their homework at home was conducted by the Assistant Headteacher and this information was shared with staff to further support and guide staff in setting homework effectively for PP children.</p> <p>Furthermore, 2 teaching assistants were employed in the library to support the running of homework club and to ensure that after-school support was available for PP children. This resulted in an improvement in homework completion for PP children from 44% of missed homework being PP children in the Autumn Term, to 40% in the Summer Term.</p> <p>The Assistant Headteacher in charge of Homework delivered a termly report to SLT and Heads of Year outlining the key PP children who did not complete homework. Targeted intervention through the Spotlight programme from Years 7-10, as well as a bespoke homework club for Year 10s demonstrated that these interventions worked</p>

			for PP children on an individual basis. However, PP children are still less likely to submit homework.
<b>ii. Targeted Intervention</b>			<b>£49,387</b>
<b>Desired outcome</b>	<b>Actions &amp; Approach</b>	<b>Implementation Process</b>	<b>Effect of Expenditure</b>
<p>A. Improved attainment in English and maths of PP children.</p> <p>B. All PP children will make the same progress as non-PP children.</p> <p>D. PP children to attend school as regularly as non-PP children.</p>	<p>Key Stage 3 Spotlight programme will identify 10 disadvantaged children each half term in years 7, 8 and 9 for extra intervention and support from Intervention Tutors. Small group &amp; 1:1 support is provided, as well as pastoral support for attendance &amp; homework issues.</p>	<p>10 disadvantaged children from each of years 7, 8 and 9 selected for intensive support led by the Intervention Tutors.</p> <p>PP Strategy Group select the children based upon all available data &amp; contextual knowledge of the students.</p> <p>PP strategy group set measurable targets and plan for achieving.</p> <p>Detailed plans drawn up for all 30 children, with a half-term time bond. These are shared with students.</p> <p>Intervention Tutor liaises with parent and child to discuss targets and the strategies for achieving.</p> <p>Information shared with all staff.</p>	<p>The following is the number of PP children the Intervention Tutors offered support to in 2018-2019 in relation to the amount of PP children in the cohort:</p> <ul style="list-style-type: none"> <li>- Year 7: 22/62</li> <li>- Year 8: 21/67</li> <li>- Year 9: 24/49</li> </ul> <p>All children, by the end of the academic year, completed their challenges. However, the half-term time bond was unattainable for the lower ability children, which is why the target of intervening with 10 different children per half term was not achieved.</p> <p>Success was bespoke for each child based on the challenge identified, but individual improvements were evident in English &amp; Maths results, attendance and/or homework completion.</p>
<p>A. Improved attainment in English and maths of PP children.</p> <p>B. All PP children will make the same progress as non-PP children.</p> <p>D. PP children to attend school as regularly as non-PP children.</p>	<p>Year 10 Spotlight programme is run departmentally; each class teacher identifies 1 underperforming PP child for a 6 week programme of support.</p>	<p>1 child is chosen by each class teacher and a challenge is set &amp; shared with the student.</p> <p>This challenge is a tangible target set based on areas of underperformance identified in the child's book.</p> <p>6 weeks of intensive CATCH focus takes place with the child to ensure successful completion of the challenge can be evidenced in the child's book or next assessment.</p>	<p>In total, 59/68 PP children in Year 10 received bespoke intervention from a subject teacher in the academic year 2018-2019.</p> <p>The effect of the Year 10 Spotlight programme is evident in the GCSE predictions for 2020, which predict a Progress 8 score of -0.12 for PP children, compared to -0.53 in 2019. English and Maths have also predicted improvements in Attainment 8 and Progress 8 scores for 2020.</p> <p>The attendance for 2018-2019 Year 10 PP children improved marginally from 92% in 2017-2018 to 92.65% in 2018-2019. However, there is clearly more work to do to ensure that all PP children attend school as regularly as non-PP children.</p>

<p>A. Improved attainment in English and maths of PP children.</p> <p>B. All PP children will make the same progress as non-PP children.</p>	<p>Enhanced Learning for all year groups – additional English &amp; maths support planned into the timetable.</p> <ul style="list-style-type: none"> <li>- Lexia support for Years 7 &amp; 8 will be delivered to Enhanced Learning groups in 1 lesson per fortnight, as well as in Accelerated Reader lessons to improve reading comprehension of PP children.</li> <li>- Accelerated “Step Up to GCSE English” course, Sports Leadership, &amp; Health &amp; Social care BTECs are offered in Years 9 to 11 to support PP children.</li> </ul>	<p>Careful selection of children chosen based on prior attainment and progress, in liaison with parents and carers.</p> <p>Specific materials and programmes are tailored to the needs of individual children.</p> <p>Progress is monitored and evaluated.</p>	<p>In Enhanced English lessons, children who attended school regularly made excellent progress in exit tests and 39% of children were predicted a Grade 4 in English by the end of the academic year. Furthermore, 78% of children demonstrated an accelerated improvement in their reading age over the course of the year, with 22% making an improvement of over 2 years.</p> <p>In Enhanced Maths, children who attended school regularly made excellent progress in exit tests; 77% of children were predicted a Grade 3 in Maths by the end of the academic year. Furthermore, 30% were predicted a Grade 4 in Maths.</p>
<p>A. Improved attainment in English and maths of PP children.</p> <p>B. All PP children will make the same progress as non-PP children.</p>	<p>3 extra sets in Year 10 &amp; 11 English, maths &amp; Science lessons to reduce class sizes.</p>	<p>Pupil progress is monitored by Departmental leads in English, maths &amp; Science.</p>	<p>Departmental feedback from Heads of Department and teachers in June 2019 INSET indicated that reduced class sizes have been effective in supporting teachers in the use of CATCH and Spotlight in lessons.</p> <p>Improvements in Attainment 8 and Progress 8 scores for children in Year 10 &amp; Year 11, as outlined above for English and Maths, are also excellent indicators of the effectiveness of reduced class sizes.</p> <p>There were significant improvements in the gaps evident between non-PP children and PP children in Science subjects in 2019:</p> <ul style="list-style-type: none"> <li>- Combined Science: -0.14</li> <li>- Biology: -0.17</li> <li>- Chemistry: -0.15</li> <li>- Physics: -0.17</li> </ul>
<p>D. PP children to attend school as regularly as non-PP children.</p>	<p>Attendance Officer &amp; Heads of Year closely monitor attendance of all PP children and liaise with parents and outside agencies as appropriate.</p> <p>Heads of Year have a bespoke Pupil Premium Attendance plan for their year group to improve the Pupil Premium attendance percentage &amp; reduce the percentage of persistent absenteeism.</p>	<p>The Attendance Officer:</p> <ul style="list-style-type: none"> <li>• Monitors attendance data daily</li> <li>• Identifies concerns</li> <li>• Liaises with outside agencies, Heads of Year &amp; parents.</li> </ul> <p>Truancy calls are sent every day and responses monitored and acted upon.</p>	<p>The following are attendance figures for PP children in 2018-2019 (rounded to the nearest percentage):</p> <ul style="list-style-type: none"> <li>- Year 7: 94%</li> <li>- Year 8: 93%</li> <li>- Year 9: 93%</li> <li>- Year 10: 93%</li> <li>- Year 11: 83%</li> </ul> <p>These figures do not meet the success criteria outlined at the beginning of the year and more</p>

		<p>Meetings with the Head of School and Executive Principal are incorporated into the hierarchy of warnings for those disadvantaged children who have high rates of persistent absence.</p> <p>Pupil Premium Attendance plans and budgets will be monitored by Senior Leadership links to specific year groups. Plans will be reviewed and evaluated termly with the Executive Principal &amp; Head of School.</p>	<p>extensive work with individual school refusers needs to be done to ensure that the attendance figure for PP children improves.</p>
<p>B. All PP children will make the same progress as non-PP children.</p>	<p>Targeted intervention sessions for Year 11 children.</p> <p>Senior Leadership mentors are allocated to Year 11 Pupil Premium children.</p> <p>Revision Guides are bought for all Pupil Premium children.</p>	<p>Heads of Department &amp; Senior Leadership mentors identify Pupil Premium children for intervention, which is coordinated by the Deputy Head.</p> <p>Pixl model of Diagnosis-Therapy-Testing is conducted in intervention sessions to identify areas of underperformance and to intervene.</p> <p>Interventions are re-allocated based on the outcomes of the mock exams.</p> <p>Attendance at these sessions is monitored and is communicated to parents &amp; Senior Leadership mentors.</p> <p>A member of Senior Leadership is linked to each PP Year 11 child in September.</p> <p>Timetabled meetings take place fortnightly to discuss revision, organisation and study skills.</p> <p>Revision guides are ordered in September and their use is monitored by the Senior Leadership mentor.</p>	<p>The individual department PP results for 2019, as well as the overall diminishing of differences between non-PP and PP children indicates that targeted intervention sessions for Year 11 children were largely successful, when attendance was good. However, feedback from Heads of Department and teachers in June 2019 INSET outlined poor attendance at intervention sessions by PP children as a key barrier to improved outcomes, especially in English.</p> <p>Senior Leadership mentoring of PP children continued right up to the GCSE exams and was successful in providing intensive support and guidance for children, both academically and emotionally.</p> <p>Mock data was used routinely and changes were made to the intervention timetable after each mock exam, which contributed to the reduction in the gap between non-PP and PP children.</p>
<p><b>iii. Other Actions &amp; Approaches</b></p>			<p><b>£25,750</b></p>
<p><b>Desired outcome</b></p>	<p><b>Actions &amp; Approach</b></p>	<p><b>Implementation Process</b></p>	<p><b>Effect of Expenditure</b></p>
<p>B. All PP children will make the same</p>	<p>Internal and external behaviour support, using the inclusion unit, Child Protection Liaison, Learning</p>	<p>80% of liaison time with these external and internal agencies will be with PP</p>	<p>In 2018-2019, 37% of all behaviour points were given to PP children, which does not</p>

<p>progress as non-PP children.</p> <p>C. All PP children to participate fully in lessons, complete all homework set &amp; participate in extra-curricular activities.</p> <p>D. PP children to attend school as regularly as non-PP children.</p>	<p>Space &amp; Sparkfish to ensure that children feel supported in school and confident to attend.</p> <p>Key Stage 3 Student Leadership roles are given to Pupil Premium children in Year 7 &amp; 8 to promote engagement in wider school life.</p> <p>Provision of a wide range of extra-curricular activities are offered. Pastoral teams will monitor, encourage and secure engagement of Pupil Premium children in these clubs.</p> <p>Equipment and uniform is provided as deemed necessary &amp; appropriate. Payment for necessary trips is made for Pupil Premium children, which will enhance learning in the individual subjects.</p> <p>Year 6 Summer School takes place in the Summer before Pupil Premium children start in Year 7 to aid transition into Secondary School.</p>	<p>children. This will be organised on a termly basis, based on the behaviour &amp; pastoral data of children.</p> <p>Pupil Premium children are given roles of responsibility such as: student voice stakeholders, leadership roles in form time etc. This is coordinated by their Head of Population.</p> <p>Close monitoring of attendance at extra-curricular activities through pastoral teams. Assemblies will promote clubs and activities, as well as a “Fresher’s Fair” for Year 7 to introduce them to the various clubs in the school.</p> <p>There is a request system for necessary equipment and uniform, which is overseen by the Academy Business Manager.</p>	<p>match the percentage of the cohort. In all year groups, except for Year 11, PP children received less achievement points than their non-PP counterparts. On average, PP children in all year groups received more behaviour points than their non-PP peers.</p> <p>PP internal and external behaviour support was provided on a case-by-case basis; the effect of this support is individual to the child receiving the support.</p> <p>An audit was taken of student leadership roles within the school and this found that 20% of student leadership roles were undertaken by PP children, which nearly reflects the percentage of the cohort.</p> <p>Year 7 “Fresher’s Fair” was a success and resulted in the majority of Year 7 and Year 8 children attending after school clubs. However, this data is only anecdotal and is evidenced on PP profiles, without being validated. Further close monitoring of attendance at extra-curricular activities is necessary.</p> <p>The Academy Business Manager handled all requests for equipment and uniform, as well as payment for trips. These were handled on a case-by-case basis and ensured that PP children were represented in extra-curricular events.</p> <p>Year 6 Summer School had an effect on Pupil Premium children’s attendance, especially in the Autumn term, where attendance for Year 7 PP children was 95%.</p>
<p>B. All PP children will make the same progress as non-PP children.</p> <p>D. PP children to attend school as</p>	<p>The Associate Assistant Headteacher secures the engagement of parents to support their child’s learning.</p> <p>Family support is offered through pastoral teams and designated safeguarding lead.</p>	<p>Clear actions are identified through research and past successes. Mapping of parental engagement is created.</p> <p>Communication with parents and staff so all are well-informed.</p>	<p>The Associate Assistant Headteacher worked with the Assistant Headteacher in charge of Pupil Premium to ensure that the views of PP parents, carers, and children were taken once throughout the year. This information was then disseminated to staff through CPD sessions, emails and in briefing. The following sessions were held and data was collected:</p>

regularly as non-PP children.		Close monitoring of engagement and subsequent impact.	<ul style="list-style-type: none"> <li>- Year 7: Cuppa and a Chat</li> <li>- Year 8: Options meetings with SLT</li> <li>- Year 9: Questionnaire with Assistant Headteacher</li> <li>- Year 10: Questionnaire with Assistant Headteacher</li> <li>- Year 11: Half-termly meeting with SLT mentor</li> </ul> <p>This feedback informed the CPD sessions and teaching and learning strategies that took place throughout the year.</p>
C. All PP children to participate fully in lessons, complete all homework set & participate in extra-curricular activities.	<p>Widening Participation in partnership with Surrey University, which includes:</p> <ul style="list-style-type: none"> <li>• In school careers talks</li> <li>• Skills Fairs</li> <li>• College Taster Days and information events</li> </ul>	<p>The Assistant Headteacher with responsibility for Careers oversees the provision, working closely with the schools Careers Officer &amp; the University of Surrey's Widening Participation programme.</p> <p>The Assistant Headteacher in charge of Pupil Premium is on the steering committee of Widening Participation at Surrey University to shape the programme.</p>	<p>PP children participated in a range of events in 2018-2019 with a focus on careers and pathways in collaboration with the University of Surrey and local colleges in the area. Some of the highlights were:</p> <p><b>Year 7:</b> Introduction to University talk and workshops by University of Surrey.</p> <p><b>Year 8:</b> Introduction to University Life talk and workshops by University of Surrey. Year 8 Careers Hot-Desking, where PP children met 10 employers in careers that they found interesting. Year 8 PP trip to Reigate School and East Surrey College to participate in taster days.</p> <p><b>Year 9:</b> Year 9 Surrey Skills Fair trip to University of Surrey. Year 9 PP "University Connect", a sustained engagement programme. Year 9 Careers Hot-Desking, where PP children met 10 employers in careers that they found interesting. Year 9 PP trip to Reigate School and East Surrey College to participate in taster days.</p> <p><b>Year 10:</b> "Catastrophe on Campus", a University of Surrey sustained engagement programme. Taster days at Reigate College and East Surrey College. Year 10 Careers Day during activity week, involving a mock interview with external employers.</p> <p><b>Year 11:</b> 1:1 careers guidance advice with an external careers advisor.</p>

			Further events and workshops are listed on the Reigate School website and the Careers Leader has detailed data on the events that PP children attended. These events have contributed to the closing of the gap in Year 10 GCSE predictions and Year 11 GCSEs in 2019.
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