

**Pupil Premium Strategy Statement: Reigate School
2019-2020**

Summary Information									
Academic Year	2019/2020	Total PP Budget	£258,060	Students on Roll	1259	No. of PP students	256	Review Date	Sept 2020

1. Barriers to educational achievement for PP children	
A	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.
B	Lower aspirations among PP children has resulted in low engagement & less active participation in lessons across the school.
C	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.
D	PP children are less likely to complete and submit their homework, which further impacts attainment and progress in GCSE examinations.

2. Desired Outcomes and Success Criteria		
	<i>Desired Outcomes</i>	<i>Success Criteria</i>
A	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 2020. Reduction in the gap between PP and all children identified as making at least expected progress in all other year groups.
B	All PP children to participate fully in lessons & participate in extra-curricular activities & intervention sessions.	Reduction in the gap between PP & all children in their Progress 8 scores in GCSE examinations in 2020. 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.
C	PP children to attend school as regularly as non-PP children.	Attendance of PP children is at least 95% for each year group.
D	PP children complete their homework as regularly as non-PP children.	Percentage of missed homework by PP children reflects the percentage of PP children in the year group cohort.

3. Planned Expenditure		£100,897	
i. Quality of teaching for all			
Desired outcome	Actions & Approach	Evidence and Rationale of Choice	Implementation Process
<p>A. All PP children will make the same progress as non-PP children.</p> <p>B. All PP children to participate fully in lessons & participate in extra-curricular activities & intervention sessions.</p>	<p>Improve teaching, and thereby raise achievement, for disadvantaged children, so that the characteristics of underachievement are eradicated, by the following non-negotiable across the school – in every lesson, every day teachers must CATCH:</p> <p>Check the work of disadvantaged children ensuring they are not falling behind by using 'live marking' and setting short term goals in lessons.</p> <p>Aspire 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 children's best standard and marked in line with the department policy.</p> <p>Talk to every disadvantaged child directly to support vocabulary development, speaking and listening skills.</p> <p>Capture the good by finding appropriate ways to praise and reward disadvantaged children in particular, through the school rewards system.</p> <p>Homework – 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>Based on EEF research, the CATCH initiative aims to include all PP children meaningfully in lessons & will ensure their full participation. The EEF states feedback (+8 months), 1:1 support (+5 months) & individualised instruction (+3 months) are "high impact" strategies. CATCH aims to ensure this takes place in every lesson for PP children.</p>	<p>Senior Staff Rota to monitor the use of CATCH in lessons and in book work.</p> <p>Training delivered weekly 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>"Teaching Without Walls", the Teaching and Learning Hub at Reigate School, will focus on researching metacognition & memory skills & will deliver training to staff on how to effectively support PP children with these skills in INSET time.</p>
<p>A. All PP children will make the same progress as non-PP children.</p> <p>B. All PP children to participate fully in lessons & participate in extra-curricular activities & intervention sessions.</p>	<p>Improve the reading comprehension skills of children:</p> <p>DEAR – Drop Everything and Read for 20 minutes a day in Years 7, 8, & 9.</p> <p>Accelerated Reader in Year 7 & 8 classes.</p>	<p>The EEF states that focusing on reading comprehension is a "high impact" strategy (+6 months). Accelerated Reader is an evidence-based reading programme that encourages children to become independent readers.</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 & 8 students; this will be used to measure progress and impact. Reading age data will be used to identify PP children for intervention and extra support in lessons, monitored by a dedicated member of staff in the English Department and Senior Leadership.</p>

<p>A. All PP children will make the same progress as non-PP children.</p> <p>D. PP children complete their homework as regularly as non-PP children.</p>	<p>Monitor & Evaluate 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, TAs & homework mentors supporting PP children, who have been targeted by their Heads of Year because they are struggling to complete homework.</p>	<p>The EEF states that setting high quality & effective homework is a "high impact" strategy (+5 months). Peer tutoring is also a "high impact strategy" (+5 months).</p>	<p>Assistant Headteacher and Specialist Learning Lead oversees the use of Show My Homework.</p> <p>Heads of Year & 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 & Form Tutors identify children who are encouraged to attend regularly.</p> <p>Homework Club runs daily from 3pm-5pm for all children in the library. This is staffed. Year 10 peer tutors are available to support lower year groups with their homework.</p>
<p>A. All PP children will make the same progress as non-PP children.</p>	<p>3 extra sets in Year 10 & 11 English, maths & Science lessons to reduce class sizes.</p>	<p>EEF demonstrates evidence that reduced class sizes can have a +3 month impact.</p>	<p>Pupil progress is monitored by departmental leads in English, maths & Science using termly data drops.</p>
<p>A. All PP children will make the same progress as non-PP children.</p>	<p>Enhanced Learning – additional English & maths support planned into the timetable.</p> <ul style="list-style-type: none"> - Additional English & Literacy lessons are provided for selected underperforming PP children in Year 7 & 8 based on data from KS2 assessments. This amounts to 3 lessons per fortnight per group in a small group session. Sessions are delivered by Intervention Tutors, using the Hackney LIT Programme. Lexia support for Years 7 & 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. - Additional maths lessons are provided for selected underperforming PP children based on data from KS2 assessments. This amounts to 3 lessons per fortnight. Sessions are delivered by intervention tutors and maths teachers, using specific schemes of work tailored to key maths skills. - Sports Studies, Travel & Tourism, and Health & Social care Technical Awards are offered in Years 9 to 11 to support PP children. 	<p>Specific children are provided with small group additional literacy & maths support. This helps to secure basic literacy and numeracy in a small group environment. The EEF identifies small group tuition as accelerating progress by 4 months. Furthermore, a reduction in class sizes accelerates progress by +3 months.</p> <p>Hackney LIT employs evidence-based strategies proven to increase progress in English and the wider curriculum for the lowest achieving children in Year 7 & 8. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.</p>	<p>Children are carefully selected 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 through termly data drops.</p>

	- Additional Enhanced English lessons are provided for selected underperforming PP children in Year 10 & 11 to support with the rigours of the GCSE English Language and English Literature curriculum. These sessions focus on the literacy and reading skills required to access the English curriculum, as well as the wider curriculum.		
ii. Targeted Intervention			£ 79,898
Desired outcome	Actions & Approach	Evidence and Rationale of Choice	Implementation Process
<p>A. All PP children will make the same progress as non-PP children.</p> <p>B. All PP children to participate fully in lessons & participate in extra-curricular activities & intervention sessions.</p> <p>D. PP children complete their homework as regularly as non-PP children.</p>	<p>Key Stage 3 Spotlight programme will identify underperforming disadvantaged children each half term in Years 7, 8 and 9 for extra English & maths intervention and support from intervention tutors. Small group & 1:1 support is provided, as well as pastoral support for attendance & homework issues.</p>	<p>The EEF states that meta-cognition & self-regulation is a “high impact” strategy (+7 months). Children will also receive immediate feedback and 1:1 tuition in areas of weakness.</p>	<p>Disadvantaged children from each of years 7, 8 and 9 are selected for intensive English & maths support led by the Intervention Tutors.</p> <p>PP Strategy Group select the children based upon all available data & contextual knowledge of the students, beginning with Year 7s in Autumn Term 1 to support the transition from primary to secondary school.</p> <p>PP strategy group set measurable targets and plan for achieving these targets, which will include a mixture of:</p> <ul style="list-style-type: none"> - 1:1 withdrawal from lessons where appropriate - In-class support - After school intervention <p>Detailed plans drawn up for all children, with a half-term time bond. These are shared with children and parents.</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>A. All PP children will make the same progress as non-PP children.</p> <p>B. All PP children to participate fully in lessons & participate in extra-curricular</p>	<p>Key Stage 4 Spotlight programme is run departmentally; each class teacher identifies 1 underperforming PP child for a termly programme of support in Years 10 & 11.</p>	<p>The EEF states that meta-cognition & self-regulation is a “high impact” strategy (+7 months). Children will also receive immediate feedback and 1:1 tuition in areas of weakness.</p>	<p>Each class teacher of Year 10 & 11 will choose 1 PP child from their class to “spotlight” for the term. This is a term of intensive support and intervention to improve their progress and attainment.</p> <p>The PP child will receive a challenge for the term, which will be mutually agreed by the teacher and child. This will be a tangible target</p>

<p>activities & intervention sessions.</p> <p>D. PP children complete their homework as regularly as non-PP children.</p>			<p>that the student can achieve in a term. This will be evidenced by an evident change in their book or next assessment at the end of the term.</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>B. All PP children to participate fully in lessons & participate in extra-curricular activities & intervention sessions.</p> <p>C. PP children to attend school as regularly as non-PP children.</p>	<p>Attendance Officer & 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 & reduce the percentage of persistent absenteeism.</p>	<p>Improving attendance means children have improved continuity with learning, building relationships and avoids gaps in learning.</p>	<p>The Attendance Officer:</p> <ul style="list-style-type: none"> • Monitors attendance data daily • Identifies concerns • Liaises with outside agencies, Heads of Year & parents. <p>Truancy calls are sent every day and responses monitored and acted upon.</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 Head of School.</p>
<p>D. PP children complete their homework as regularly as non-PP children.</p>	<p>Homework intervention programmes will be coordinated by the Assistant Headteacher in charge of Pupil Premium and the Specialist Learning Lead in charge of Homework to support PP children who are not completing homework.</p>	<p>The evidence from the EEF shows that the impact of homework, on average, is five months' additional progress.</p>	<p>Using termly behaviour points logged on SIMS by classroom teachers, the Specialist Learning Lead will liaise with the Heads of Year to identify the PP children struggling to complete homework.</p> <p>A bespoke programme of support and intervention will be put in place for a set amount of time to ensure that the PP child is completing homework on time and to a high standard.</p> <p>Homework completion will be monitored and shared with staff at the end of each term.</p>
<p>A. All PP children will make the same</p>	<p>Senior Leadership mentors are allocated to Year 11 PP children.</p>	<p>Senior Leadership mentors will provide social and emotional support for students, as well as meta-cognition &</p>	<p>Heads of Department & Senior Leadership mentors identify PP children for intervention, which is coordinated by the Assistant</p>

<p>progress as non-PP children.</p> <p>B. All PP children to participate fully in lessons & participate in extra-curricular activities & intervention sessions.</p> <p>D. PP children complete their homework as regularly as non-PP children.</p>	<p>Targeted intervention sessions for Year 11 children.</p> <p>Revision Guides are bought for all Pupil Premium children.</p> <p>All PP children have a 1:1 meeting with an independent careers advisor to support their options choices for Post-16.</p>	<p>study support, which are also identified as “high impact” strategies in the EEF.</p> <p>Small group intervention sessions will allow for individualised support and immediate feedback in a small group setting, which are identified as “high impact” strategies in the EEF.</p> <p>Revision guides will ensure that Pupil Premium children have access to the same resources as all students. Providing children with these revision guides removes significant barriers to learning; without appropriate revision material, children may not be able to revise effectively.</p> <p>Providing PP children with independent careers advice will support them in making informed decisions about their Post-16 choices. It will also support them in raising aspirations for their futures by giving them detailed information about their Post-16 options.</p>	<p>Headteacher in charge of Pupil Premium. This will be a bespoke programme of support, depending on the individual child’s needs and may range from academic support, Post-16 support or social and emotional support during exams. A member of Senior Leadership is linked to each PP Year 11 child in September. Timetabled meetings take place fortnightly to discuss revision, organisation and study skills.</p> <p>Individual class teachers run intervention sessions after school, based on the needs of their individual cohorts and the PP children within them. Furthermore, Early Bird sessions during tutor time are run for English, maths & Science for underperforming PP children. Interventions are re-allocated based on the outcomes of the mock exams. Attendance at these sessions is monitored and is communicated to parents & Senior Leadership mentors.</p> <p>Revision guides are ordered in September and their use is monitored by the Senior Leadership mentor.</p> <p>The Careers Leader organises 1:1 sessions during the Autumn Term with an independent Careers Advisor. Before this session, the PP child will fill out a questionnaire about their plans for Post-16. Using this questionnaire as a starting point for discussion, the child will meet with the advisor for a 40 minute session, after which they will be provided with a detailed action plan about their options for Post-16.</p>
<p>iii. Other Actions & Approaches</p>			<p>£77,265</p>
<p>Desired outcome</p>	<p>Actions & Approach</p>	<p>Evidence and Rationale of Choice</p>	<p>Implementation Process</p>
<p>B. All PP children to participate fully in lessons & participate</p>	<p>Student Leadership roles are monitored to ensure that there are a proportionate amount of PP children</p>	<p>Proportional representation in student leadership roles will develop children’s confidence and self-esteem, and will</p>	<p>Pupil Premium children are given roles of responsibility such as: student voice stakeholders, leadership roles in form time,</p>

<p>in extra-curricular activities & intervention sessions.</p>	<p>in leadership roles to promote engagement with 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 & 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>ensure that the needs of disadvantaged children are being heard by the school.</p> <p>Evidence states that attendance at enrichment activities has a positive impact on academic achievement. It also demonstrates the school's ethos: "Helping students to achieve their academic, social and personal potential".</p> <p>Providing children with equipment, uniform & trips removes significant barriers to learning. Without appropriate equipment or attendance on these trips, children are unable to complete tasks and learn effectively. Providing appropriate equipment and uniform raises self-esteem and reduces anxiety.</p> <p>On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress compared to similar pupils who do not. However, Summer School is also an effective method of transition that supports the most vulnerable disadvantaged children emotionally and socially, as well as academically.</p>	<p>homework mentors, prefects etc. Analysis of roles is carried out by Assistant Headteacher and Heads of Year to ensure that there is proportional representation on all student leadership programmes for PP children.</p> <p>Close monitoring of attendance at extra-curricular activities will take place 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>The Academy Business Manager oversees the Year 6 Summer School. Invitations are sent to PP children to attend a 2 week programme, run by staff and teachers at Reigate School. All requests for funding for this programme are overseen by the Academy Business Manager.</p>
<p>B. All PP children to participate fully in lessons & participate in extra-curricular activities & intervention sessions.</p>	<p>Internal and external behaviour support, using the inclusion unit, Child Protection Liaison, Learning Space & Sparkfish are put in place ensure that children feel supported in school and confident to attend.</p> <p>Individualised behaviour support plans, called the <i>Reigate School Build Up</i> programme, offers a period of intensive support and guidance for PP children who are getting a disproportionate amount of behaviour points, both inside and outside of class.</p>	<p>According to the EEF, social and emotional support can accelerate progress by 4 months.</p> <p>According to the EEF, sustained programmes of support from 2-6 months provide children with a greater opportunity to achieve long-lasting results.</p>	<p>80% of liaison time with these external and internal agencies will be with PP children. This will be organised on a termly basis, based on the behaviour & pastoral data of children.</p> <p>The Heads of Year & Assistant Headteacher in charge of Behaviour make a referral for a PP child who is struggling with their behaviour to the programme. A formal meeting with Head of Year, Assistant Headteacher, parent and child</p>

			<p>takes place. Clear SMART targets are set with a timeline, using an Individual Support Plan for a period of 12 weeks, which is reviewed at the halfway stage.</p> <p>Various support strategies are put in place to support the child over the course of the 12 weeks, including specific classroom management strategies for teachers and behaviour support with external agencies where appropriate. Targets will be reviewed at the end of the programme, using behaviour and achievement points as a method of gauging success.</p>
<p>B. All PP children to participate fully in lessons & participate in extra-curricular activities & intervention sessions.</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>The Assistant Headteacher meets with all Pupil Premium children in the first half of the Autumn term to get their views on how best to support their learning; how they complete their homework & what aspirations they have for the future to inform further provision mapping for Pupil Premium throughout the year.</p>	<p>The EEF state that two very recent studies has found that improving parental engagement can lead to a +3 month impact.</p> <p>PP children will feel like their needs are being met specifically and that they are being listened to by the school, which will improve confidence & self-esteem. Student voice inspires and empowers children to take charge of their education.</p>	<p>Mapping of parental engagement is created by the Associate Assistant Headteacher. These various forms of parent voice take place over the course of the year. The Associate Assistant Headteacher takes the views of parents on board & shares this information with the Senior Leadership team and staff, before creating actions to solve an issues that arise. There is also close monitoring of engagement and the subsequent impact of these parental engagement opportunities.</p> <p>PP children are invited to a small group discussion with the Assistant Headteacher during tutor time in September. Discussions are had regarding how best to support children in lessons, what they struggle with in lessons, what outside interests they have, how they complete their homework & what hopes they have for the future. Children also write down their individual responses to these questions and these form the basis of Pupil Premium profiles, which offer teachers strategies for support in lessons for each PP child so that their needs are being met.</p>
<p>A. All PP children will make the same progress as non-PP children.</p>	<p>Programmes are run through Widening Participation and Outreach department in partnership with Surrey University, which includes:</p> <ul style="list-style-type: none"> • In school careers talks • Skills Fairs 	<p>The school recognises the importance of education students in the world of work and provides opportunities to do this, thereby raising the aspirations of Pupil Premium children.</p>	<p>The Assistant Headteacher with responsibility for Careers oversees the provision, working closely with the schools Careers Leader & the University of Surrey's Widening Participation programme. PP children are identified for</p>

<p>B. All PP children to participate fully in lessons & participate in extra-curricular activities & intervention sessions.</p>	<ul style="list-style-type: none"> • College Taster Days and information events <p>Reigate School has a dedicated careers provision map, which supports Pupil Premium children in deciding their careers and becoming informed about the various opportunities available to them after they leave school. The provision offers support through:</p> <ul style="list-style-type: none"> - PSHE lessons - Drop Down Days - Assemblies - Tutor time activities - Events and trips 		<p>specific programmes, workshops and events that relate to the specific careers and aspirations that they have for the future. Reigate School then provides them with the opportunities to attend these workshops.</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>
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