

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Reigate School
Number of pupils in school	1262
Proportion (%) of pupil premium eligible pupils	20.3% (256)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2021 – August 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr M Alexander
Pupil premium lead	Miss K Sutton
Governor / Trustee lead	Mr B Hamblin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 282,132
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£73,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£355,272

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in English and Maths.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, including those who have a social worker, or English as an Additional Language as well as travellers, young carers, asylum seekers and refugees and those with Special Educational Needs and Disabilities. This statement is intended to support these vulnerable groups, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- ensure disadvantaged pupils have the scaffolding needed to enable them to complete work that they are set
- ensure that disadvantaged pupils have high levels of literacy and numeracy that feed into the rest of the curriculum
- ensure that children understand the progress they have made and what their next steps are to improve.

Challenges

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

Challenge number	Detail of challenge
1	The maths attainment of disadvantaged pupils is generally lower than that of their peers. Assessments on entry to year 7 in the last 2 years indicate that on average 42% of our disadvantaged pupils arrive below age-related expectations compared to 18% of their peers (28% difference). Subsequent external assessment (2023) showed that the gap was maintained; with 54% PP pupils not making expected progress compared to 23% of non-PP pupil (31% difference).
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, between 34% of our disadvantaged pupils arrive below age-related expectations compared to 16% of their peers. Subsequent external assessment (2023) showed that the gap was bigger for this cohort; with 59% PP pupils not making expected progress compared to 21% of non-PP pupil (38% difference).</p>
3	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
5	<p>Attendance data for 2021/22 shows an 8% difference between the average attendance of PP children compared to non-PP children (86% for PP children compared with 94% for non-PP). The highest attendance was in Year 8 with 90.2% for PP children (compared to 95.4% for non-PP).</p> <p>In 2022/23, attendance data shows a narrowing of the attendance gap between PP and non-PP children with a 6.1% difference on average. 88.2% for PP children compared with 94.3% for non-PP children. The highest attendance was in Year 7 with 91.8% attendance for PP children compared with 96.2% for non-PP children.</p>

	Analysis of the 2022/23 external examinations revealed a correlation between the children who did not attend school regularly (those who were considered PA) and underperformance.
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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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English and Maths.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an average Attainment 8 score of 43 • an English average point score of 9.5 • a maths average point score of 8.8
Improved reading comprehension among disadvantaged pupils across KS3	Assessments and reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. The percentage of all pupils who are persistently absent being below 6%.

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: £25,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development: Embed and improve the practice of cold calling techniques to create a 'no-opt out' culture.	<p>EEF research states "effective teaching is the key ingredient of a successful school and should be the top priority for Pupil Premium. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning" (DfE, 2015).</p> <p>Research suggests that teacher quality is a key influence on pupil attainment (Coe et al., 2020) (EEF, 2023)</p> <p>Research shows that reading comprehension strategies have one of the greatest impacts on pupil progress, adding to progress by 6 months (EEF updated teacher toolkit, September 2021).</p>	1-3
Professional development: Introduce the use of Steplab create a culture of reflection and improvement in teaching and learning.		
Professional development: Embed and improve the practice of show-me-know boards and quizzing as a driver for formative assessment and adaptive teaching. It also supports the creation of a 'no-opt out' culture.		
Professional development: To introduce guided reading into the tutor time programme to improve literacy across the curriculum.		
Professional development: <i>Use 'go to learn' lesson observations to share good practice across the school and promote inter-department discussion of teaching and learning.</i>		
Professional development: Subject specific CPD to drive improvements identified on the Departmental Development plan. CPD provided in weekly departmental meetings.		
Retention and recruitment: Recruitment of high quality teaching staff into the learning hub to train early careers teachers.	According to the EEF (2023) 30% of teachers leave the profession within the first five years and 40% leave within 10 years (Long & Danechi, 2022).	1-3
Retention and recruitment: Support for early career teachers using the early careers framework Core Induction Programme. This will	The number of new entrants to Initial Teacher Training (ITT) has fallen from 40,377 in 2020-21, to just 28,991 last year, just 71 per cent of the	1-3

help ECTs to develop embed challenge and support for all children including PP.	government's target, official figures show. (The Independent, March 2023).	
Retention and recruitment: The creation of two new Associate Assistant Head teacher roles to facilitate improvements in reading across the curriculum and embed the school values through an effective tutor programme.		1-3

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

Budgeted cost: £213,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: To implement a range of targeted interventions in English and Maths to reduce the gap between PP and non-pp children.	Accelerated Reader is an evidence-based reading programme that encourages children to become independent readers.	1-3
Structured interventions: 3 extra sets in Year 10 & 11 English, maths and science lessons to reduce class sizes.	EEF demonstrates evidence that reduced class sizes can have a +2 month impact (EEF updated teacher toolkit, September 2021).	1-3
Small group tuition: Additional English & Literacy lessons for selected underperforming PP children in Year 7 & 8.	EEF research suggests that the Hackney Lit programme has a 1+month impact on the literacy of underperforming children (EEF, 2014).	2 and 3
Small group tuition: Accelerated Reader lessons delivered once per fortnight to improve reading comprehension of PP children.	Research shows that small group intervention accelerates progress by +4 months (EEF updated teacher toolkit, September 2021).	2 and 3
Small group tuition: Additional maths lessons are provided for selected underperforming PP children based on baseline tests in Year 7 and 8.		1 and 3
Small group tuition: Sports Studies, Travel & Tourism, and Health & Social care Technical Awards are offered in Years 9 to 11 to support PP children.	Research shows that small group intervention accelerates progress by +4 months (EEF updated teacher toolkit, September 2021).	3

<p>Small group tuition: Targeted intervention sessions for Year 11 children.</p>	<p>Small group intervention sessions allow for individualised support and immediate feedback in a small group setting. Small group tuition has an average impact of four months' additional progress over the course of a year (EEF, July 2021).</p> <p>Research shows that small group intervention accelerates progress by +4 months (EEF updated teacher toolkit, September 2021).</p>	1-3
<p>One to one support: Revision Guides are bought for Pupil Premium children.</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>	3
<p>One to one support: Staff mentors allocated to Year 11 PP children identified as underperforming in their November and/or February mocks or report data.</p>	<p>Mentoring accelerates progress by 2 months on average and in more effective particularly in maths and general school subjects. (EEF updated teachers toolkit, September 2021).</p>	3

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

Budgeted cost: £123,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour: Individualised behaviour support plans, 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, sustained programmes of support from 2-6 months provide children with a greater opportunity to achieve long-lasting results.</p>	4
<p>Well-being: Emotional well-being assistant who supports the emotional literacy and regulation of children identified as requiring support. These referrals can</p>	<p>According to the EEF, social and emotional support can accelerate progress by 3 months (EEF, February 2023)</p>	

be by parents and carers, staff or the child themselves or another child who raises concerns.		
Behaviour: Internal and external behaviour support, using the inclusion unit are in place to help children self-regulate and therefore improve behaviour in lessons.	According to the EEF, social and emotional support can accelerate progress by 3 months (EEF, February 2023)	4
Well-being: ELSA and counselling are put in place ensure that children feel supported in school and confident to attend.	According to the EEF, social and emotional support can accelerate progress by 3 months (EEF, February 2023)	4
Attendance: Home school link worker & Heads of Year closely monitor attendance of all PP children and liaise with parents and outside agencies as appropriate. 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.	Poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. (EEF, March 2022)	1-3,5
Attendance: Home school link worker, DSL & Heads of Year closely monitor attendance of all PP children and liaise with parents and outside agencies as appropriate.	Poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. (EEF, March 2022)	1-3, 5
Wider participation: Creation of the new house system, made of four houses (Attenborough, Curie, Parks and Turing). All children and staff allocated a house and encouraged to participate in the house	Research suggests that children who participate in extracurricular activities are more likely to succeed academically and socially. These benefits help prepare them for future success in school, and in everyday life.	

system through house competitions. Houses are mixed in tutor groups.	<p>Participation in extra-curricular activities has also been found to have a positive association with educational aspirations (Gov.uk, 2019)</p> <p>Arts participation (defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture) can improve pupil achievement outcomes for pupils by 3 months (EEF, July 2021)</p>	
<p>Wider participation:</p> <p>A group of Year 8 children will participate in the University of Surrey's "Aim Higher" programme. The programme gives 35 year 8 PP children the opportunity to visit campus for three days. This allows them to gain a greater understanding of what they can learn at university. In addition, they have one day in school with the university.</p>	The EEF children's university study, which included trips to university, improves learning outcomes by 2 months (EEF, December 2017).	1-4
<p>Wider participation:</p> <p>A group of 35 Year 7 and 35 year 9 (all pupil premium children) will have the opportunity to visit Surrey University campus for one day as part of the Surrey Stars programme.</p>	The EEF children's university study, which included trips to university, improves learning outcomes by 2 months (EEF, December 2017).	
<p>Wider participation:</p> <p>All PP children have a 1:1 meeting with an independent careers advisor to support their options choices for Post-16.</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.	1-4
<p>Wider participation:</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>	Research suggests that children who participate in extracurricular activities are more likely to succeed academically and socially. These benefits help prepare them for future success in school, and in everyday life.	4

	<p>Participation in extra-curricular activities has also been found to have a positive association with educational aspirations (Gov.uk, 2019)</p> <p>Arts participation (defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture) can improve pupil achievement outcomes for pupils by 3 months (EEF, July 2021)</p>	
<p>Wider participation:</p> <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>Careers education works best when it is personalised and targeted to individuals' needs from an early age (EEF, 2016)</p> <p>Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need (EEF, 2016).</p>	4
<p>Wider participation:</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 • College Taster Days and information events 	<p>Careers education works best when it is personalised and targeted to individuals' needs from an early age (EEF, 2016)</p> <p>Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need (EEF, 2016).</p>	1-4
<p>Wider participation:</p> <p>Student Leadership roles monitored to ensure that there is a proportionate amount of PP children in leadership roles to promote engagement with wider school life.</p>	<p>Proportional representation in student leadership roles will develop children's confidence and self-esteem, and will ensure that the needs of disadvantaged children heard by the school.</p>	4
<p>Wider participation:</p>	<p>EEF studies have found that improving parental engagement can</p>	1-5

Family support is offered through pastoral teams and designated safeguarding lead.	lead to a +2 month impact (EEF, July 2021).	
Wider participation: Improved attendance at parents evening by offering early booking on the school cloud parental booking form.	EEF studies have found that improving parental engagement can lead to a +2 month impact (EEF, July 2021)	1-5
Wider participation: Promoting positive conversations with the parents and carers of pupil premium children including positive phone calls home.		1-5

Total budgeted cost: £362,376

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching: Initial in school analysis showed that the progress of PP children compared to all children was -0.65. This is an increase on 2022 when the gap was -0.48. The gap was narrowest in Maths with a -0.39 gap with English at -0.53. The open bucket had this highest differential with -0.86.

Wider participation: All year 11 PP children saw an independent careers advisor and received a hyperlinked action plan. All Year 10 and 11 children have had careers interviews and were overwhelmingly positive with their feedback. Attendance initiatives and pastoral support resulted an overall school attendance in line with national average for 2022-23 and PP attendance of 88.2%. The gap between PP and non-PP children reduced to 6.1% (88.2% for PP children compared with 94.3% for non-PP children).

Targeted academic support: Targeted small group intervention in Maths at KS4 saw a narrowing of the gap between PP and non-PP children. In Maths the gap dropped to -0.39. In English that gap was much smaller than the overall PP P* score (-0.12). Sports Studies (-0.24) and Health and Social care (-0.34) alternative provision courses all achieved high residual grades than the main provision of MFL (-1.37 Spanish and -1.12 French).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Hackney LIT Programme	Hackney Learning Trust
Independent Careers Advisors	Career Approaches