

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	Reigate School
Number of pupils in school	1270
Proportion (%) of pupil premium eligible pupils	21.0%
Academic year/years that our current pupil premium strategy plan covers	September 2021 – August 2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£289,782
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>	£0
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	£289,782

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, are previously looked-after children (PLAC), have 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 4 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	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. On entry to Year 7 in the last 4 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 pupils (38% difference).
3	It is widely accepted academically that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. This can be subdivided into three types: embodied capital (mannerisms, accents, language, preferences, taste), objectified capital (works of art, books, goods, cultural artefacts, etc) and institutionalised capital (qualifications and credentials). It is therefore not simply about providing children the opportunity to experience trips but also to provide tools for entering society (a greater use of language through improved reading for example). In 2022 Ofsted referred to the need for cultural capital within the early years curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.
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	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).

	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. 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: - 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: 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: 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: £20,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development: Embed and improve the pedagogical pillars to check for understanding.	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). Research suggests that teacher quality is a key influence on pupil attainment (Coe et al., 2020) (EEF, 2023) 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).	1-3
Professional development: Embed the use of Steplab create a culture of reflection and improvement in teaching and learning.		
Professional development: To continue to use guided reading within the tutor programme and to expand this into library lessons at KS3.		
Professional development: Use ‘go to learn’ lesson observations to share good practice across the school and promote inter-department discussion of teaching and learning.		
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 and 2
Retention and recruitment: Support for early career teachers using the early careers framework Core Induction Programme. This will help ECTs to develop embed	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 government’s target, official figures show. (The Independent, March 2023).	1 and 2
		1 and 2

challenge and support for all children including PP.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £170,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Structured interventions: The introduction of Sparx maths, English and science homework for all year groups. This is individualised targeted homework. In English this links to literacy levels to improve literacy.	EEF shows that individualized instruction can have a +4month impact on learners. "Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. For example, technology may enable more immediate feedback on the individualised tasks". (EEF updated teacher toolkit, 2024).	1-3
Small group tuition: Additional English & Literacy lessons for selected underperforming PP and PLAC children in Year 7 & 8.	Research shows that small group intervention accelerates progress by +4 months (EEF updated teacher toolkit, September 2021).	1-3
Small group tuition: Additional maths lessons are provided for selected underperforming PP and PLAC children based on baseline tests in Year 7 and 8.		1-3
Small group tuition: Sports Studies, Travel & Tourism, and Health & Social care Technical Awards are offered in Years 9 to 11 to support PP and PLAC children.	Research shows that small group intervention accelerates progress by +4 months (EEF updated teacher toolkit, September 2021).	1
Small group tuition: Targeted intervention sessions for Year 11 children.	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).	1-3

	Research shows that small group intervention accelerates progress by +4 months (EEF updated teacher toolkit, September 2021).	
One to one support: Staff mentors allocated to Year 11 PP and PLAC children identified as underperforming in their November and/or February mocks or report data.	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).	1-3

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

Budgeted cost: £98,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour: Individualised behaviour support plans, offers a period of intensive support and guidance for PP and PLAC children who are getting a disproportionate amount of behaviour points, both inside and outside of class.	According to the EEF, sustained programmes of support from 2-6 months provide children with a greater opportunity to achieve long-lasting results.	4
Well-being: Emotional well-being assistant who supports the emotional literacy and regulation of children identified as requiring support. These referrals can be by parents and carers, staff or the child themselves or another child who raises concerns. This is offered to all including PP and PLAC children.	According to the EEF, social and emotional support can accelerate progress by 3 months (EEF, February 2023)	4
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: Attendance Officer & Heads of Year closely monitor attendance of all PP and PLAC 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: Attendance Officer, DSL & Heads of Year closely monitor attendance of all PP and PLAC children and liaise with parents and outside agencies as appropriate (in line with KCSIE guidance).		1-3, 5
Attendance: Attendance Officer and Assistant Headteacher in charge of Pastoral system meet termly with Surrey Inclusion officer to feedback on persistent absence including PP and PLAC children and to agree support for these families.		1-3, 5
Wider participation: Embed the new House system (Attenborough, Curie, Parks and Turing). All children and staff allocated a House and encouraged to participate in the House system through House competitions. Houses are mixed in tutor groups.	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. Participation in extra-curricular activities has also been found to have a positive association with educational aspirations (Gov.uk, 2019) Arts participation (defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture) can improve pupil achievement	1-3, 5

	outcomes for pupils by 3 months (EEF, July 2021)	
Wider participation: A group of Year 8 children to participate in the University of Surrey's "Aim Higher" programme. The programme gives PP and PLAC 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.	The EEF children's university study, which included trips to university, improves learning outcomes by 2 months (EEF, December 2017).	1-4
Wider participation: A group of Year 7 and Year 9 (all pupil premium children) will have the opportunity to visit the University of Surrey campus for one day as part of the Surrey Stars programme.	The EEF children's university study, which included trips to university, improves learning outcomes by 2 months (EEF, December 2017).	
Wider participation: All PP and PLAC children in Year 8 and 11 have a 1:1 meeting with an independent careers advisor to support their options choices for Post-16.	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
Wider participation: 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.	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. Participation in extra-curricular activities has also been found to have a positive association with educational aspirations (Gov.uk, 2019) 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)	4

Wider participation: 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: - Life skills lessons - Drop Down Days - Assemblies - Tutor time activities - Events and trips	Careers education works best when it is personalised and targeted to individuals' needs from an early age (EEF, 2016) 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).	4
Wider participation: Programmes are run through Widening Participation and Outreach department in partnership with the University of Surrey, which includes: • In school careers talks • Skills Fairs including Year 9 careers hot desking • College Taster Days and information events (East Surrey and Reigate Colleges) • All year groups have talks from additional training providers including the Army, Merrist Wood College, and the independent training providers of apprentices. • Year 7 Careers Christmas event • Year 10 PP Careers session for their Surrey Scholars programme	Careers education works best when it is personalised and targeted to individuals' needs from an early age (EEF, 2016) 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).	1-4
Wider participation: Student Leadership roles monitored to ensure that there is a proportionate amount of PP and PLAC children in leadership roles to promote engagement with wider school life.	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.	4
Wider participation: Family support is offered through pastoral teams and designated safeguarding lead.	EEF studies have found that improving parental engagement can lead to a +2 month impact (EEF, July 2021).	1-5
Wider participation:	EEF studies have found that improving parental engagement can	3-5

Working with the University of Surrey to investigate wider parental engagement in schools – particularly of parents who may have had negative experiences of school.	lead to a +2 month impact (EEF, July 2021).	
<i>Wider participation:</i> 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

Total budgeted cost: £289,782

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 2023 to 2024 academic year.

Attainment:

The average Attainment 8 score for PP children increased in 2024 to 36.74 from 33.86 in the year 2022/2023, though still lower than the non-PP average attainment (52.82). In all Progress 8 'buckets' the progress 8 score improved for pupil premium children including in the English Baccalaureate (Ebacc) suite which improved to -0.21 from -0.78 in 2023 and in the open bucket where a similar improvement was seen (-0.27 compared with -0.82 in 2023).

Reading comprehension:

The Hackney Lit programme improved literacy word recognition by +12 months and literacy comprehension improved by +0.5 months for PP children. Lucid testing also showed an improvement in both word recognition and comprehension (+18months and +11 months respectively) for a control group which included both PP and non-PP children.

Emotional Well-being:

In the Year 2023-24 42 disadvantaged children have had support through a range of wellbeing group sessions, whilst a further 32 have had 1-2-1 counselling sessions. Overall, in the academic year 2023/24 34% of pupil premium children attended at least one extra-curricular activity that was logged via a QR code. The greatest proportion of these was in Year 7. A parental survey showed that of those who responded 93.3% felt their children were happy at school (either strongly agreed or agreed). 96.8% said their child could take part in clubs and activities and 90.1% felt their child was doing well.

Attendance:

Attendance initiatives and pastoral support results in overall school attendance above national average (92.3% for Reigate compared with 90.9% for secondary schools nationally in 2023-24). This figure includes both PP and non-PP children. However, the gap between the attendance of PP versus non-PP children remains similar to 2021-22 (8.0% in 2021-22 compared with 7.3% in 2023-24).

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
Independent Careers Advisors	Career Approaches