

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	1260
Proportion (%) of pupil premium eligible pupils	21.3%
Academic year/years that our current pupil premium strategy plan covers	September 2025- August 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£262,300
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	£262,300

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 that disadvantaged children are actively participating during lessons and thinking hard.
- ensure that disadvantaged children 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 disadvantaged 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. Attainment	The GCSE attainment of disadvantage children is lower than non-disadvantaged children. For the 2024/25 summer examination series the attainment 8 score was 37.21 for disadvantaged children compared to 56.26 for non-disadvantaged children. Furthermore, only 51.0% of disadvantaged children achieved 5+ grade 4 compared to 81.7% of non-disadvantaged in 2024/25T. This means that disadvantaged children are much less likely to secure a place at college than their non-disadvantaged peers and in particular are unlikely to be able to attend one of the school's main feeder colleges: Reigate college. Reigate College have recently increased their entry requirements which makes this even more challenging for our disadvantaged children.
2. Attendance	Attendance data shows that attendance amongst disadvantaged children is lower than their non-disadvantaged peers. This difference increases between KS3 and KS4. For 2024/5 The difference in attendance between disadvantaged and non-disadvantaged children was smallest in Year 7 with a 3.7% difference, whilst it was largest in Year 10 with a 13.0% difference. It is well documented that attendance links to attainment. At KS4, children who attended school nearly every day in Year 11 (with an attendance rate of 95-100%) were 1.9 times more likely to achieve the Grade 5 in English and Maths GCSE compared to pupils who only attended 90-95% of the time (relating to up to 2 weeks more time in school over the course of a year) and 3 times more likely than persistently absent pupils who only attend 85-90% of the time (relating to 4 - 6 weeks more time in school) (DfE. March 2025).
3. Reading and oracy	KS2 data shows that on Entry to Reigate school disadvantaged children have lower levels of English sat score than their non disadvantaged peers in all five-year groups. The average difference is 5 points, for example, the average point score for Year 8 disadvantaged child is 102.8 compared to 107.5 for their non-disadvantaged peer. For the academic year 2024-2025 the average point score nationally was 105.3. This means that children with less than an average of 105 are less likely to achieve a grade 5+ at GCSE.
4 Dysregulation	School data shows that disadvantaged children are more likely to received negative incident reports than their non disadvantaged peers. Isolation data shows that 54.2% of isolations in Autumn 1 of 2025 were of disadvantaged children, despite disadvantaged children only making up 21% of the school population. This means that disadvantaged children are more that twice as likely to end up in isolation after incidents of poor behaviour than their non disadvantaged peers. Furthermore, behaviour data for 2024/25 shows that disadvantaged children have a disproportionate amount of behaviour incidents logged compared to non-disadvantaged peers. 38.7% of behaviour incidents logged were for disadvantaged children whilst non-disadvantaged children only made up 21.0% of all children at Reigate school (6428/16594 incidents logged).
5 Sense of belonging	Studies suggest that a sense of belonging is one of the most important determinants of whether an individual decides to enter, continue or abandon a pursuit. Belonging is

	<p>associated with positive attitudes towards school, which are in turn positively predictive of attainment (educational policy institute, 2018). This sense of belonging includes access to extracurricular activities, educational visits and being part of the community, for example the house and student leadership teams. Yet only 20.4% of disadvantaged children attended an after-school club last academic year compared with 50.9% of their non-disadvantaged peers. This difference also extends to the student leadership team and house teams.</p>
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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
1. Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English and Maths.	<p>By 2027/28 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <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 <p>95% of disadvantaged children regularly complete their Sparx homework. 100% of disadvantaged children who take NEA subjects complete all of their assignments.</p>
2. Improved attendance for disadvantaged children.	By 2027/28 disadvantaged children to achieve at least 93–95% attendance, with persistent absence below 20%.
3. Improved reading and oracy of disadvantaged children	95% of disadvantaged children regularly complete their English Sparx homework.
4. Improved regulation of disadvantaged children	<p>By 2027/28 disadvantage children will have improved regulation as shown by:</p> <ul style="list-style-type: none"> • A reduction in the proportion of disadvantaged children in isolation to 20% (in line with school proportion) • A reduction in the proportion of disadvantaged children with negative behaviour incidents to 20% • An increase in proportion of PP with achievement logs
5. Improved sense of belonging	<p>By 2027/28 disadvantage children will have an improved sense of belonging as shown by:</p> <ul style="list-style-type: none"> • 20% of those who attend extra-curricular activities to be from disadvantaged backgrounds • Representation of disadvantaged pupils in leadership roles (e.g., student council) improves to 20%.

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: £18,361

Challenge: 1 - Attainment	
Activity	Evidence that supports this approach
Embed the use of Steplab create a culture of reflection and improvement in teaching and learning.	Effective teaching is the key ingredient of a successful school and should be the top priority for Pupil Premium. For disadvantaged children the difference between a good teacher and a bad teacher is a whole year's learning" (DfE, 2015).
Use 'go to learn' lesson observations to share good practice across the school and promote inter-department discussion of teaching and learning.	Effective, high-quality teaching is the single most important in-school factor for improving pupil outcomes, especially for disadvantaged pupils (EEF, 2021)
Subject specific CPD to drive improvements identified on the Departmental Development plan. CPD provided in fortnightly departmental meetings.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom (EEF, 2021)
Embed and improve the pedagogical pillars to check for understanding.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap (EEF, 2021).
Embed the use of checking for understanding to ensure that all children are 'in the circle'.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap (EEF, 2021).
Recruitment of high-quality teaching staff into the learning hub to train early careers teachers.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom (EEF, 2021)
Support for early career teachers using the early careers framework Core Induction Programme. This will help ECTs to develop embed challenge and support for all children including those who are disadvantaged.	Effective teaching is the key ingredient of a successful school and should be the top priority for Pupil Premium. For disadvantaged children the difference between a good teacher and a bad teacher is a whole year's learning" (DfE, 2015).

Implementation of instructional coaching for teachers who have been teaching for 3-5 years.	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).
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £154,757

Challenge: 1 - Attainment	
Activity	Evidence that supports this approach
3 extra sets in Year 10 & 11 English, maths and science lessons to reduce class sizes.	Reduced class sizes can have a +2 months impact (EEF updated teacher toolkit, September 2021).
Additional maths lessons are provided for selected underperforming PP children based on baseline tests in Year 7 and 8.	Small group intervention accelerates progress by +4 months (EEF updated teacher toolkit, September 2021).
Sports Studies, Travel & Tourism, and Health & Social care Technical Awards are offered in Years 9 to 11 to support PP children.	Small group intervention accelerates progress by +4 months (EEF updated teacher toolkit, September 2021).
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.	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).
Staff mentors allocated to Year 11 PP children who are either identified as underperforming or who feel they need additional support.	Mentoring accelerates progress by 2 months on average and is more effective particularly in maths and general school subjects. (EEF updated teachers toolkit, September 2021).
Identification and early intervention with Year 7 and 8 disadvantaged children who are consistently struggling with Sparx homework completion.	Mentoring accelerates progress by 2 months on average and is more effective particularly in maths and general school subjects. (EEF updated teachers toolkit, September 2021).
Targeted intervention of disadvantaged KS4 children, to support with the completion of NEA assignments. Achieved through improved monitoring and early identification of children.	Mentoring accelerates progress by 2 months on average and is more effective particularly in maths and general school subjects. (EEF updated teachers toolkit, September 2021).

Challenge: 3 – Reading and oracy	
Activity	Evidence that supports this approach
Additional English & Literacy lessons for selected underperforming PP children in Year 7 & 8.	Research shows that small group intervention accelerates progress by +4 months (EEF updated teacher toolkit, September 2021)
Year 7-10 reading programme in tutor time. Children read short articles and discuss themes within them.	Reading comprehension strategies have one of the greatest impacts on pupil progress, adding to progress by 6 months (EEF updated teacher toolkit, September 2021).

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

Budgeted cost: £89,182

Challenge: 1 - Attainment	
Activity	Evidence that supports this approach
A group of Year 8 children to participate in the University of Surrey's "Aim Higher" programme. The programme gives disadvantaged 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).
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).

Challenge: 2 - Attendance	
Activity	Evidence that supports this approach
Attendance Officer, SLT attendance lead & Heads of Year monitor attendance of all disadvantaged children and liaise with parents and outside agencies as appropriate.	At KS4, children who attended school nearly every day in Year 11 (with an attendance rate of 95-100%) were 1.9 times more likely to achieve the Grade 5 in English and Maths GCSE compared to pupils who only attended 90-95% of the time and 3 times more likely than persistently absent pupils who only attend 85-90% of the time (DfE, March 2025).
Attendance Officer, SLT attendance lead and Assistant Headteacher in charge of Pastoral system meet termly with Surrey	At KS4, children who attended school nearly every day in Year 11 (with an attendance rate of 95-100%) were 1.9 times more likely to achieve the Grade 5 in

Inclusion officer to feedback on persistent absence including disadvantaged children and to agree support for these families.	English and Maths GCSE compared to pupils who only attended 90-95% of the time (DfE, March 2025).
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)
Inclusion officer allocated by Surrey County Council Summer 2025 (after shortage of officers for many years) intervening with PA children to support regular attendance to school	At KS4, children who attended school nearly every day in Year 11 (with an attendance rate of 95-100%) were 1.9 times more likely to achieve the Grade 5 in English and Maths GCSE compared to pupils who only attended 90-95% of the time (DfE, March 2025).
Introduction of the 'Zero Hero' reward programme where children with zero absence and zero lateness get rewarded.	At KS4, children who attended school nearly every day in Year 11 (with an attendance rate of 95-100%) were 1.9 times more likely to achieve the Grade 5 in English and Maths GCSE compared to pupils who only attended 90-95% of the time (DfE, March 2025).

Challenge: 4 - Dysregulation	
Activity	Evidence that supports this approach
Internal and external behaviour support, using the inclusion unit are in place to help children self-regulate and therefore improve behaviour in lessons. This includes the use of the refresh room to regulate.	Social and emotional support can accelerate progress by 3 months (EEF, February 2023)
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 disadvantaged children.	According to the EEF, social and emotional support can accelerate progress by 3 months (EEF, February 2023)
Use of restorative conversation with teachers after school to allow all voices to be heard and for children to have a fresh start the following lesson.	Schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour. (University of Cambridge, 2011)

Challenge: 5 – Sense of belonging	
Activity	Evidence that supports this approach
Programmes are run through Widening Participation and Outreach department in partnership with the University of Surrey, which includes careers talks, hot desking events, college taster days and participate in the Surrey Scholars programme.	<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>
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, assemblies, tutor time activities and 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>
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.
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>Participation in extra-curricular activities has 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>

Total budgeted cost: £262,300

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 2024 to 2025 academic year.

Attainment:

Attainment 8 for PP as increased from 2023- 2024 summer series from 36.74 to 37.21. This shows a three-year trend of improvement from 33.86 in 2022-23. However, there is still a significant gap compared to non-disadvantaged 2024/24 (52.57 for 2024-25). The attainment 8 score also does not meet our target of 43 despite improvements. However, this is an ambitious target considering the difference in average KS2 point scores.

In both English and Maths, the attainment 8 score improved from 2023-24 (7.98 and 7.84 respectively) with a similar gap between disadvantaged and non-disadvantaged children (10.99 and 10.68 respectively). This does not meet the ambitious targets set of an average point score of 9.5 for English and 8.8. in maths. This gap is similar in the Ebacc and Open buckets for 2024-25.

Reading comprehension:

On average the Hackney Lit programme improved reading ages by 7 months in Year 7 and by 4 months in year 8 for PP children. However, this is not consistent across all children, with some achieving higher than others.

Emotional Well-being:

19% of well-being interventions that took place in school in the academic year were for PP children. This is in line with the proportion of school who have PP status. This therefore suggests that disadvantaged children have the same level of well-being as non-disadvantaged as the same proportion are seeking interventions. However, only 20.4% of disadvantaged children attended an after-school club last academic year compared with 50.9% of their non-disadvantaged peers. This difference also extends to the student leadership team and house teams.

Over the course of 2024-25 the school approved discounted trips on 123 occasions for disadvantaged children. This included trips to the Science museum, Year 7 camp, the Tate, Eastbourne and Nine Elms, summer school and water sports. This helped children feel part of the school community and experience cultural capital that they otherwise would have missed out on.

The schools safeguarding questionnaire 2025 showed that 92% of the children who responded said they felt safe at school. In addition, 85.8% of those who responded agreed that school teaches them how to look after their emotional and mental health, whilst 88.0% felt there was an adult at this school they could talk to if something was worrying them. This survey had a 77.8% completion rate (988 children replied out of 1270 on roll).

Attendance:

Overall school attendance for 2024-25 was higher than national average for all pupils (92.5% compared to 91.5% national up to 23rd June 2025). In year 7 attendance for pupil premium children was also above national average (94.3%) and although this was not the case with other year groups, all but Year 10 were approximately in line with national figures for disadvantaged children (89.7% attendance for Autumn2024 /Spring 2025). Year 10 had a significantly lower attendance for other years (6% lower than the next lowest attended year group for disadvantaged children).

Whilst overall, disadvantaged children have attended in line or above national average, the gap in attendance between disadvantaged children and their peers remains over 7% (7.7%) and therefore whilst the gap has been maintained at between 7-8% since 2021-22 it has not been reduced by the 5% target.

This trend is already being mirrored in 205-26 data. Autumn Term 2025 Attendance was 94% for all children (1.3% higher than similar schools) but those who are disadvantaged had attendance of 86.9% (in line with similar schools) compared with 95.9% for non-disadvantaged children (1.6% higher than similar schools). This is a difference of 9.0%.

The data shows that 40.2% of PP children were PA in 2024-25 (attendance of 90.0% or less). Target – no more than 6% of all children PA. Nationally figure from Autumn 2024-Spring 2025 was 17.63% for all children. It was 31.0% for disadvantaged children for the same period.

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