

## 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	1265
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 – August 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
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	£ 211,055
Recovery premium funding allocation this academic year	£32,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243,825

# 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, rooted in robust diagnostic assessment, not 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	<p>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 between 37-74% of our disadvantaged pupils arrive below age-related expectations compared to 31-34% of their peers. Subsequent external assessment (2019) shows that this gap narrowed to 25% during pupils' time at our school with 32% of PP pupils not making expected progress compared to 7% of non PP pupils.</p>
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 3 years, between 45-51% of our disadvantaged pupils arrive below age-related expectations compared to 16-19% of their peers. This gap narrows to 14% during pupils' time at our school with 23% of pupils not making expected progress in 2019 compared with 9% of non PP children.</p>
3	<p>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.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum including within Maths and English.</p>
5	<p>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.</p> <p>During the pandemic, teacher referrals for support markedly increased. 56 pupils (16 of whom are disadvantaged) currently require additional support with social and emotional needs. All are currently receiving individual interventions.</p>

6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 11% lower than for non-disadvantaged pupils.</p> <p>4 - 7% of disadvantaged pupils have been 'persistently absent' compared during that period (though this is lower than their peers with 7-12%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English and Maths.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 43</li> <li>• an English average point score of 9.5</li> <li>• a maths average point score of 8.8</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3	<p>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.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and</li> </ul>

	<p>their non-disadvantaged peers being reduced by 5%.</p> <p>The percentage of all pupils who are persistently absent being below 6%.</p>
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## 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: £52,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Professional development:</b> Using a range of strategies to challenge children.</p>	<p>EEF research states that 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>	1-4
<p><b>Professional development:</b> Introduce progression models across curriculum subjects</p>		
<p><b>Retention and recruitment:</b> Recruitment of high quality teaching staff into the learning hub to train early careers teachers.</p>	<p>Government targets for teacher recruitment have been missed for six consecutive years up to 2019, and a third of new teachers leave within the first five years of joining the profession. And yet high-quality teaching is the thing that makes the biggest difference to young people's academic grades. (EEF, 2019).</p>	1-4
<p><b>Retention and recruitment:</b> 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 PP</p>		1-4
<p><b>Retention and recruitment:</b> The creation of two Associate Assistant Headteacher roles</p>		1-4

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

Budgeted cost: £103,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Structured interventions:</b> To implement a range of targeted interventions in English and Maths to reduce the gap between PP and non-pp children.</p>	Accelerated Reader is an evidence-based reading programme that encourages children to become independent readers.	1-4
<p><b>Structured interventions:</b> 3 extra sets in Year 10 &amp; 11 English, maths &amp; Science lessons to reduce class sizes.</p>	EEF demonstrates evidence that reduced class sizes can have a +3 month impact.	1-4
<p><b>Small group tuition:</b> Additional English &amp; Literacy lessons for selected underperforming PP children in Year 7 &amp; 8.</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	2-4
<p><b>Small group tuition:</b> Accelerated Reader lessons delivered once per fortnight to improve reading comprehension of PP children.</p>	The EEF identifies small group tuition as accelerating progress by 4 months.	2-4
<p><b>Small group tuition:</b> Additional maths lessons are provided for selected underperforming PP children based on baseline tests</p>		1,3 and 4
<p><b>Small group tuition:</b> Sports Studies, Travel &amp; Tourism, and Health &amp; Social care Technical Awards are offered in Years 9 to 11 to support PP children.</p>	A reduction in class sizes accelerates progress by +3 months.	3 and 4
<p><b>Small group tuition:</b> Targeted intervention sessions for Year 11 children.</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.	1-4
<p><b>One to one support:</b> 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 &amp; 11.</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.	1-4
<p><b>One to one support:</b> The National Tutoring programme will deliver bespoke interventions to children in Years 8-10 to support the most disadvantaged in catching up the</p>	The EEF states that 1:1 tuition can accelerate progress by +5 months. The programme also aims to increase parental engagement which can accelerate progress by +3 months.	1-4

learning that was missed through the COVID-19 lockdown.		
<b>One to one support:</b> Revision Guides are bought for Pupil Premium children.	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.	3-4
<b>One to one support:</b> Staff mentors are allocated to Year 11 PP children.	Mentors will provide social and emotional support for students, as well as meta-cognition & study support, which are also identified as “high impact” strategies in the EEF.	3-4

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

Budgeted cost: £104,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Behaviour:</b> Individualised behaviour support plans, called the Reigate School Build Up 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.	According to the EEF, sustained programmes of support from 2-6 months provide children with a greater opportunity to achieve long-lasting results.	5
<b>Behaviour:</b> Internal and external behaviour support, using the inclusion unit, Child Protection Liaison, 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 4 months.	5
<b>Attendance:</b> Attendance Officer & 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	Improving attendance means children have improved continuity with learning, building relationships and avoids gaps in learning.	1-4,6

percentage & reduce the percentage of persistent absenteeism.		
<b>Attendance:</b> Attendance Officer & Heads of Year closely monitor attendance of all PP children and liaise with parents and outside agencies as appropriate.	Improving attendance means children have improved continuity with learning, building relationships and avoids gaps in learning.	1-4, 6
<b>Wider participation:</b> A group of Year 10 children will participate in the University of Surrey's "Realise Your Potential" programme. The programme is a 4-month initiative in which students and families attend a selection of weekly subject workshops, careers webinars and GCSE revision masterclasses in addition to completing a group research and presentation project to support their progress.	The EEF states that 1:1 tuition can accelerate progress by +5 months. The programme also aims to increase parental engagement which can accelerate progress by +3 months.	1-5
<b>Wider participation:</b> All PP children 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.	1-5
<b>Wider participation:</b> 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.	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".	5
<b>Wider participation:</b> 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: - PSHE lessons - Drop Down Days - Assemblies - Tutor time activities - Events and trips	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.	5
<b>Wider participation:</b>	The school recognises the importance of education students in	1-5



<p>Programmes are run through Widening Participation and Outreach department in partnership with Surrey University, which includes:</p> <ul style="list-style-type: none"> <li>• In school careers talks</li> <li>• Skills Fairs</li> <li>• College Taster Days and information events</li> </ul>	<p>the world of work and provides opportunities to do this, thereby raising the aspirations of Pupil Premium children.</p>	
<p><b>Wider participation:</b> Student Leadership roles are 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 are being heard by the school.</p>	5
<p><b>Wider participation:</b> Family support is offered through pastoral teams and designated safeguarding lead.</p>	<p>The EEF state that two very recent studies has found that improving parental engagement can lead to a +3 month impact.</p>	1-6
<p><b>Wider participation:</b> The intervention tutors meets with all Pupil Premium children in the Autumn term to get their views on how best to support their learning; how they complete their homework &amp; what aspirations they have for the future to inform further provision mapping for Pupil Premium throughout the year.</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 &amp; self-esteem. Student voice inspires and empowers children to take charge of their education.</p>	1-6
<p><b>Wider participation:</b> Introducing nudge theory text messages to Year 11 pupil premium children.</p>	<p>The EEF state that two very recent studies have found that improving parental engagement can lead to a +3 month impact.</p>	1-6
<p><b>Wider participation:</b> Improved attendance at parents evening by offering early booking on the school cloud parental booking form.</p>		1-6
<p><b>Wider participation:</b> Promoting positive conversations with the parents and carers of pupil premium children including positive phone calls home and family events such as ready steady cook in Year 7.</p>		1-6

**Total budgeted cost: £260,529**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

**Teaching:** Initial in school analysis showed that the progress of PP children compared to non PP was -0.2. This was a slight increase on a -0.1 difference 2020 but a decrease since 2019 when the gap was -0.46. However, due to CAG assessments the it is difficult to compared between recent years. 34% of missed homework is from PP children. This is a reduction from 44% in 2-18/19. 86% of children who were identified as a concern in Autumn term were completing homework regularly in the Spring term.

**Wider participation:** All year 11 PP children saw an independent careers advisor and received a hyperlinked action plan. Attendance initiatives and pastoral support resulted a 4% difference in attendance for PP children compared to non PP children Years 7 and 9 with a 3% difference in Year 8. Year 10 made the greatest difference with a 0.4% gap between PP and non PP attendance.

**Targeted academic support:** All Year 10 PP children had some form of subject intervention. 63% of Year 7 PP children and 45% of Year 8 PP children had English/Maths intervention.

### 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