

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	The Regis School
Number of pupils in school	1637
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	David Oakes
Pupil premium lead	Samuel Down
Governor / Trustee lead	Jill Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,153
Recovery premium funding allocation this academic year	£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	£357,153

Part A: Pupil premium strategy plan

Statement of intent

At The Regis School our aim is to use the pupil premium funding to support disadvantaged students to all make good progress and achieve high attainment in line with their peers.

At the centre of our approach is the focus on teaching & learning, ensuring both the curriculum and assessments are responsive to the varying needs of disadvantaged students. Our ambitious curriculum is designed to ensure all pupils secure confidence and knowledge to thrive in the next stage of their education and throughout their lives. By teaching the curriculum to a high standard and delivering education with character, we support disadvantaged students develop their academic currency and cultural capital, enabling them to be motivated lifelong learners and productive young adults. We use research-informed strategies, such as the EEF recommendations, Rosenshine Principles and TLAC strategies, to embed and sustain high-quality teaching.

This approach is proven to have the greatest impact on the progress and attainment of disadvantaged students, whilst also being of benefit to all students. In addition to a focus on high-quality classroom teaching, a tiered approach is used to offer targeted support and embed wider strategies.

Our whole school approach will continue to be responsive to common challenges, such as barriers to regular attendance and literacy deficits, whilst also responding effectively to the individual needs of pupils.

Outlined in the rationale below are details of how we will identify barriers to success and ensure research-informed solutions are embedded to enhance the success of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Whilst the attendance of our disadvantaged students is above the national average, their attendance is lower than that of their peers for the academic year 2021-22, with a gap of 4.5%. Our assessment and

	observations are that absenteeism negatively impacts the progress and attainment of disadvantaged students.
2	<p>Attainment</p> <p>The 4+ basics attainment of PP student has risen significantly since 2019 (37%) to 46% in 2022 (+9%) which is greater rise than that of non PP and the gap has narrowed. The 5+ Basics (English & Maths) attainment of disadvantaged students in 2022 was 26% (similar to the performance of disadvantaged students in 2019) and the gap between non disadvantaged is too wide. The impact of Covid 19 has created a further risk to disadvantaged students falling further behind their peers. Every effort was made to ensure the gap between these learners did not widen. This academic year it is a whole school priority to ensure teaching, curriculum, intervention, and wider support enables these students to still achieve their highest potential.</p>
3	<p>Progress</p> <p>The progress 8 score for disadvantaged students has continued to significantly rise from 2019 (-0.61) to 2022 (-0.24), however there continues to be a progress gap between disadvantaged students and their peers. The progress 8 for disadvantaged students for 2021-22 was -0.24, compared to non-disadvantaged students which was +0.82.</p>
4	<p>Literacy</p> <p>Through the use of prompt baseline assessment via the NGRT (New Group Reading Test) we identified a significant number of disadvantaged students in year 7 - 9 have a below age related expectations in terms of reading ability. This will impact their progress in all subjects.</p>

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
Disadvantaged students to attend regularly. Students targeted by attendance improvement strategies increase their % attendance and PA amongst PP students drops.	Data shows that Pupil premium whole school attendance is above national average and demonstrates year on year improvement.
Disadvantaged students to experience excellent teaching in English and Mathematics and achieve good attainment through the Basics curriculum. Their work is of a high standard and compares favourably to that of non-PP peers.	Attainment of disadvantaged students in basics shows a year-on-year improvement, narrowing the gap between their attainment and their non-disadvantaged peers, without capping the attainment of non-disadvantaged students.

PP-eligible pupils experience excellent teaching in English and Mathematics and make good progress through the Basics curriculum. Their work is of a high standard and compares favourably to that of non-PP peers.	Disadvantaged students in Year 11 achieve positive Progress 8 score that is broadly in line with non-disadvantaged peers.
Students in KS3 eligible for Pupil Premium experience a broad and challenging curriculum, with a strong core that strengthens their ability to achieve well in all subjects, with a particular focus on Literacy and English.	Mid and end of year assessment alongside classwork demonstrates that disadvantaged students in KS3 achieve in line with peers and are catching up on learning gaps.

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: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD <ul style="list-style-type: none"> Whole school CPD programme based around Rosenshine Principles and TLAC techniques, which are in line with the EEF T&L toolkit for supporting disadvantaged students. Lead Practitioner in CPD appointed to drive sustained improvements in teaching & learning with a focus on implementing research-informed strategies from the EEF T&L toolkit to support disadvantaged students. Departmental CPD programmes that are responsive to recent learning walks to ensure effective research-informed strate- 	<p>All delivered CPD is based around the mechanisms of effective professional development:</p> <ul style="list-style-type: none"> Building knowledge Motivating teachers Developing teaching techniques Embedding practice <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4

gies are used to support disadvantaged student progress and attainment.		
Recruitment and retention <ul style="list-style-type: none"> Increased staffing in English and Maths to enable better ratios of teacher to student to increase student support for disadvantaged students. 	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Feedback <ul style="list-style-type: none"> Hegarty Maths used for Year 11 Maths homework and SPARX Maths used for KS3 and Year 10 homework, both of which give students feedback specific to them. SPARX Reader used to give studently timely feedback in English. 	<p>Regular verbal feedback is given to students to refocus learners on specific actions to achieve their learning goals.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4
Meta-cognition and self-regulation <ul style="list-style-type: none"> Consistent approach to teaching using the 'I, We, You' cycle which focuses on explicit modelling to support students metacognition. Increased amount of lesson time dedicated to independent practice during the 'You' phase of the 'I, We, You' cycle to support students self-regulated learning and independence. 	<p>Metacognitive strategies taught with subject specific context as students find generic tips difficult to apply to specific tasks.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Rosenshine's Principles of Instruction</p>	2, 3, 4
Literacy <ul style="list-style-type: none"> Targeted vocabulary instruction in all subjects with a focus on tier 2 and 3 vocabulary. 	<p>Disciplinary literacy supports improved literacy across the curriculum by focusing on subject specific vocabulary and targeted vocabulary instruction.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
GCSE English and Maths Intervention <ul style="list-style-type: none"> Weekly intervention groups in both English and Maths for Year 11 students. The content of these sessions are responsive to student's needs. Gaps in learning are identified from our ongoing formative assessment in class and from summative assessment. These sessions are particularly helpful when a more in-depth reteach is needed. 	<p>Targeted intervention based on gaps in students understanding and effective evidence-based strategies such as retrieval practice will enhance student learning.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4
KS3 literacy Intervention <ul style="list-style-type: none"> SPARX reader used to assess accuracy and speed of disadvantaged student reading. NGRT assessment used to identify students with a below age related expectation in terms of reading. 6-week small group tuition for KS3 low readers. 	<p>Reading comprehension strategies are outlined by the EEF as highly effective on average (+ 6 months) and is a crucial component of early reading instruction. This will support disadvantaged students across the curriculum.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4
Exam Preparation <ul style="list-style-type: none"> Targeted academic intervention sessions to support pupil premium students. Revision strategies workshops – targeted at disadvantaged students ensuring they have 	<p>Teaching students how to plan their revision using effective strategies such as spaced learning and retrieval practice allows them to get the most out of this time.</p> <p>The Learning Scientists</p>	2, 3, 4

resources and strategies to revise for their exams. <ul style="list-style-type: none"> • School open on Saturday mornings for year 11 students to revise. • GCSE Support evenings for parents and students. 	Engaging parents and carers in the learning process positively impacts student progress. Parental engagement EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance <ul style="list-style-type: none"> • Daily tracking of all disadvantaged student attendance with first day calls completed for all by dedicated PP Attendance officer. • HoY / DoY make afternoon follow up call for absent disadvantaged students. • Parents text regular updates re. attendance, • PP Focus in The Regis Attendance Tracker. 	It is imperative we work closely with parents and carers to support regular student attendance as this will positively impact their progress and attainment. School attendance: guidance for schools - GOV.UK (www.gov.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	1
Well-being <ul style="list-style-type: none"> • Disadvantaged student focus on increasing participation in extra-curricular activities (providing support if needed) to enhance student well-being. • Dedicated support staff in year teams to support well-being of disadvantaged students. • Breakfast club for disadvantaged students 	In line with the EEF Healthy Minds curriculum it is important to fully support the well-being of disadvantaged students. This in turn supports improved attendance and improved progress and attainment. Healthy Minds EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

<p>which includes access to computers to complete work.</p> <ul style="list-style-type: none"> Financial support for resources, uniform and trips. 		
<p>Behavioural</p> <ul style="list-style-type: none"> Directors of year maintain focus on monitoring disadvantaged student behaviour and implement behaviour interventions to support improved attainment. 	<p>Universal and specific behavioural approaches can positively impact student progress and attainment.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
<p>Digital Strategy</p> <ul style="list-style-type: none"> Hub (School IT suite) open on a Saturday morning to allow disadvantaged students a quiet environment to revise and complete homework. Chromebooks loaned to disadvantaged students to support at home access to a computer to complete homework. 	<p>By supporting students with access to chromebooks and the IT suite on a Saturday they are able to access online homework platforms for English and Maths, which give students personalised feedback on tasks. Using technology for feedback is outlined by the EEF as impactful in support progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital/</p>	1, 2, 3, 4

Total budgeted cost: £ 350,000

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 2021 to 2022 academic year.

At The Regis School we believe that social or financial disadvantage should never be an obstacle to a young person's life chances and that each pupil can achieve at the highest levels. Our Pupil Premium Plan uses every funding source and educational strategy to remove any barriers our pupils may face. We encourage every pupil to believe in themselves and to achieve their highest potential.

Our current Pupil Premium Strategy works towards achieving these objectives by identifying barriers to achievement our pupils are challenged by and ensuring we have research-informed solutions funded by our Pupil Premium grant. These are outlined in further detail with rationale below. As a starting point we have used the EEF recommendation of a tiered approach with a focus on teaching, targeted support, and wider strategies.

Pupil Premium performance comparisons

Detail	2018 -19	2019-20	2020-21	2021-22
Progress 8	-0.61	-0.54	-0.06 (TAGs)	-0.24
Attainment 8	36.69	37.45	39.56	35.04
EBacc Entry	3%	5%	3%	5%
% Grade 5+ in English and maths	27%	26%	33%	26%
Attendance	93.8%	92.7%	88.3%	85.2%

Review of intended outcomes for 2021-22

Intended outcome 1	Success criteria
PP-eligible pupils attend regularly. Students targeted by attendance improvement strategies increase their %age attendance and PA amongst PP students drops.	Data shows that Pupil premium whole school attendance is at least 92% and demonstrates year on year improvement.

Whilst attendance dropped below the objective of 92%, every effort was made to fully support the regular attendance of disadvantaged students. We noted much success given the adverse impact of Covid-19 on some of our most vulnerable students. Attendance outcomes for PP students at The Regis are above national average, and the introduction of our PP attendance officer (ZGE) is testament to this. The now established provision of Head of Year support has also been instrumental in ensuring PP students' attendance remains a focus moving forward.

A focus for 2022-23 will be to support students with SEMH complexities and future funding will look more towards upskilling and enhancing knowledge and support within this area.

Intended outcome 2	Success criteria
PP-eligible pupils experience excellent teaching in English and Mathematics and achieve good attainment . Their work is of a high standard and compares favourably to that of non-PP peers.	Attainment of disadvantaged students in basics is at 32% of PP students achieving a 5 or above in both English and Maths this academic year.

Intended outcome 3	Success criteria
PP-eligible pupils experience excellent teaching in English and Mathematics and make good progress . Their work is of a high standard and compares favourably to that of non-PP peers.	Disadvantaged students in Year 11 achieve positive Progress 8 score that is broadly in line with non-PP peers.

PP Students' attainment of a good pass in both Maths and English this academic year was strong. Whilst we did not reach the ambitious target of 32% passing both at a grade 5, the attainment gap did not widen, bucking the national trend. The rigorous use of Advanced Information (AI) for PP students' use at home and in school supported this. Equally, our Hub provision (the only school in the local area open on Saturdays) to ensure students could access online learning platforms (Seneca, Sparx, Hegarty) in the core was successful.

Our online tutoring provision for disadvantaged students was exemplified as best practice by the DfE and as such became subject of BBC national news coverage. This was shown to accelerate the progress of the students involved in this programme with an 8% increase in 9-5 predictions in Maths from mid-year to the end of the year with the attainment remaining similar for disadvantaged students and their peers.

We were also glad to have narrowed our PP progress gap from -0.54 to -0.24 since the last set of examinable GCSEs. Whilst progress of our disadvantaged students is not yet in line with our non-disadvantaged peers, we are pleased to be closing this gap. Our focus for 2022-23 is to widen access to intervention programmes for disadvantaged students

and to ensure F2F delivery does not create barriers to access for our most hard to reach students. We also look to further engage leaders at all levels in supporting and quality assuring the work of tutoring provided by any pupil premium funding.

Intended outcome 4	Success criteria
Students in KS3 eligible for Pupil Premium experience a broad and challenging curriculum, with a strong core that strengthens their ability to achieve well in all subjects, with a particular focus on Literacy and English.	Mid and End of year assessment alongside classwork demonstrates that disadvantaged students in KS3 achieve in line with peers and are catching up on learning gaps.

Students identified for this intervention (who are below chronological reading age in Yrs 7 and 8) made accelerated progress compared to their peers, and on average ended up within 6 months of their chronological reading age by the end of Year 8. Robust NGRT testing supported acute analysis of key marginal students, and regular communication to hard-to-reach parents supported better reading habits at home (student voice survey, term 3 2022). Contact with parents of disadvantaged students on the Direct Instruction (DI) programme supported improving literacy levels and reading ages.

Next steps should focus on supporting the roll out of Sparx reader, with particular focus on disadvantaged students whose attendance is at risk of becoming a barrier to uptake.

Externally provided programmes

Detailed below are non-DfE programmes that The Regis School has purchased.

Programme	Provider
Maths and English 3:1 Tutoring	https://www.mytutor.co.uk/