



Pupil Premium - Allocation, Spend and Impact

Executive Summary 2020

Summary for Governors

| Item of PP expenditure (three highest) | Amount | RAG - Impact |
|---|---------|--------------|
| Increase staffing – English, maths and science | £70,000 | Green |
| Appropriate alternative provision for pupil support | £33,000 | Yellow |
| Pastoral Care | £41,295 | Yellow |

Pupil Premium - Allocation, Spend and Impact

| 1. Summary information – Pupil Premium | | | | | | | | |
|---|-----------|-----|---|-----|----------|-------------------------------|--|-------|
| Academic year | 2020-2021 | | Total PP budget | | £334,060 | Date of most recent PP Review | 10/20 | |
| Total number of pupils | 1640 | | Number and %age of pupils eligible for PP | | 346 | 21% | Date for next internal review of this strategy | 06/21 |
| | KS3 | KS4 | | | KS3 | KS4 | | |
| Number of PP eligible pupils by key stage | 205 | 141 | Budget split by key stage | | £197,690 | £136,370 | | |
| Allocation of PP funding | Ever 6 | | £ 310,475 | LAC | £ 21,105 | Service Children | £ 2,480 | |

| Current achievement – The Regis School | | | | | | | | |
|--|--------------------------------|--------------------------------|--------------------------------------|------------------------------------|------------------------------------|--|--|--|
| | Pupils eligible for PP 2017-18 | Pupils eligible for PP 2018-19 | Pupils eligible for PP 2019-20 (CAG) | Pupils not eligible for PP 2017-19 | Pupils not eligible for PP 2018-19 | Pupils not eligible for PP 2019-20 (CAG) | UL Targets for PP (RAG compared to 2019 not CAG) | Difference in outcome to previous year (2018-19 PP compared to 2017-18 PP) |
| Progress 8 score average | -0.79 | -0.54 | -0.36 | -0.16 | 0.07 | 0.42 | | -0.25 |
| Attainment 8 score average | 33.83 | 37.45 | 39 | 42.77 | 46.07 | 49.32 | | 3.6 |
| 4+ Basics | 40% | 38% | 49% | 57% | 66% | 69% | 48% | -2% |
| 5+ Basics | 20% | 27% | 24% | 38% | 37% | 45% | 24% | +7% |
| 5+ GCSEs including English and maths (9-4) | 28% | 38% | 46% | 51% | 63% | 65% | 62% | +10% |

- This page outlines the most recent data according to UL and national headlines. It reflects the targets set in September for PP.
- The previous year data shows whether our outcomes are rising or falling.
- The final column RAG rates the rise or decline in PP achievement. CAG have not been used as a comparison here.

2. Planned expenditure 2019 – 2021 (including how you will spend the 2020 Catch-Up premium)

The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.

i. Quality teaching for all

| Action | Intended outcome | Cost |
|---|--|---------|
| <p>Increase in staffing for English, maths and science to allow for;</p> <p>Class size reduction in Year 11 EMS and</p> <p>Literacy teaching groups KS3</p> <p>Specialist English/maths tutor groups at KS4</p> | <p>Increased number of teaching groups, reduction in class size and therefore improved outcome for students in English, maths and science at KS4.</p> <p>Increased number of teaching sets at KS3 with improved outcomes for students in literacy at KS3.</p> <p>Strongest teachers with most disadvantaged students.</p> | £70,000 |
| <p>Investment in technology resources to support Teaching and Learning e.g Visualisers</p> | <p>Improved knowledge around pedagogy and decreasing the variance in quality of teaching across year groups and subject areas by sharing best practice. Improved outcomes for most disadvantaged learners.</p> | £15,000 |
| <p>Continued investment in quality CPD, Whole class feedback, Rosenshine Principals, Stretch and Challenge etc. Introduction of regular departmental CPD to improve subject knowledge</p> | <p>Improved progress for High Prior Attaining PP students identified at not meeting expected progress during KS4.</p> <p>PP student's attainment and progress in line with non-PP students</p> <p>In school variation of quality of teaching and learning for PP students is reduced</p> <p>CPD topics chosen are reflected and determined upon by needs and context of the school. The offer was excellent during the lockdown and this work was celebrated through the on-line offer where 100% live lessons were delivered.</p> <p>Both staff and parent voice is positive.</p> | £22,121 |

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| Total budgeted cost | £107,121 |
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| ii. Targeted support and intervention | | |
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| Action | Intended outcome | Cost |
| To provide additional English tutoring to accelerate the progress of PP students | Rapid progress made by students attending tutoring in specific areas highlighted KS3 students to improve their rank order attainment to reflect their prior attainment and eradicate gaps within their knowledge through targeted intervention. We have also used the UL common assessments to ensure pupils are fully supported. | £14,289 |
| To provide targeted support for most at risk PP students through the Student Progress (0.3) and Wellbeing Manager (0.3) | <p>Attendance and academic achievement of named Pupil Premium students (on a negotiated case load)</p> <p>Effectiveness of student voice in developing a growth mindset culture where students want to be successful academically</p> <p>The effectiveness of whole school tutor programmes such as themed weeks and RRS</p> <p>The effectiveness of provision for child protection cases</p> <p>For vulnerable students to receive guidance and self-help strategies to promote resilience following the national lockdown.</p> | £24,845 |

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| <p>To provide targeted support for PP students who attend school but lack the motivation and resilience to work effectively and make expected progress through the appointment of an Academic Resilience lead (0.6)</p> | <p>Attendance and academic achievement of identified students (to be negotiated with line manager)</p> <p>Fewer FTE, Study Room or internal exclusion referrals so less lost learning</p> <p>Positive student voice on effectiveness of interventions</p> <p>The range of interventions on offer that can show measurable impact</p> <p>The delivery of CPD that evidences a change in practice that has a positive impact on vulnerable/low resilience students</p> <p>Relevant milestones in improvement plan cycles being met</p> | <p>£26,744</p> |
| <p>To provide focused mental and physical well-being support via the Health and Wellbeing manager (0.33), Counselling support (0.33)</p> | <p>Students able to deal better with their situation/behaviour/ mental wellbeing.</p> <p>Improved attendance and greater resilience.</p> <p>To implement a focused support network within key stage students, with regards to behaviour and SEMH issues which have increased during lockdown. Targeted support to ensure students have the tools and confidence to be successful.</p> | <p>£22,754</p> |
| <p>To provide focused careers support to raise aspirations via the school Careers Officer (0.33)</p> | <p>High quality IAG supporting aspirations for PP students.</p> <p>Students more motivated in their studies due to their focus on next destinations</p> <p>No PP NEETs</p> | <p>£11,736</p> |

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| To limit any disadvantage through students' family income via targeted financial support to equipment, Visits, Rewards, Residential opportunities | Financial barriers removed that may impact on students' ability to access the curriculum due to an inability to purchase basic equipment for learning | £7,106 |
| To provide opportunities for the most able PP students to raise their aspirations of having destinations to University via work through the Brilliant Club | Raised study aspirations. Increased motivation and providing opportunities for students to experience University settings More able PP students attend University or degree level Apprenticeship after 6 th form studies | £2,000 |
| Identified PP students targeted to improve 4+ and 5+ basics. VKU/JBT/CJS/JLS discussed and identified barriers and gaps in learning. This resulted in one-to-one mentors being put in place for each student. Mentors trained by CJS and VWR and mentor programme rolled out on 8 th March. | Improve 4+ and 5+ basics for targeted PP students with a negative P8 and ranked in the bottom 208-290 of the year group. | £0 |
| Year 10 tutor group changes. English and Maths intervention catch up with subject specialists. Tutor groups set on year 10 mock data, two weekly timetable with both English and Maths intervention every morning for 30 minutes. | Improvement in attainment and progress of PP students in English and Maths at KS4. | £0 |
| Total budgeted cost | | £109,474 |

| iii. Behaviour and Attendance improvement strategies | | |
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| Action | Intended outcome | Cost |
| To provide excellent pastoral care through non-teaching Heads of Year (0.33) Appointment of Directors of Year to increase the capacity in addressing issues in attendance and behaviour. | Improved attendance and reduced PA of PP students Improved behaviours with reduced SRs, IEs and FTEs compared to previous year Positive relationships with parents / carers that ensures PP students value education For vulnerable students to receive guidance and self-help strategies to promote resilience following the national lockdown. | £61,505 |
| To provide appropriate alternative provision for PP students who struggle to work within the mainstream school setting (R2E, Gateway, external AP) | To raise achievement of PP students and diminish the differences to other students nationally through specific support to address behavioural issues impacting on learning. Students attends school in line with expectations; Reduced FTE /IE / Study room for students where this is an issue; No lost time from learning; Ensuring all students have their right to an education upheld; Students will be ready to re-join mainstream learning; Less disruption within mainstream lessons. Pupils attend the provision and are given support to ensure that they are set for the day. Pupils will also be given further bespoke support. | £31,000 |
| To provide challenge and support that encourages PP students to attend school as well as other students through additional Education Welfare Officer (0.33) & PP Attendance Support Officer (0.5) focus. | Overall attendance and PA for PP = NA or better Increase in regular attendance leading to improved learning outcomes; Less time off with trivial ailments; Parents/carers engaged with school. First day phone calls for all PP students. Year 10 focus on PP attendance: 5 focus groups made with individual strategies in place for each group. | £17,219 |
| Total budgeted cost | | £109,724 |

| iv. Catch-Up strategies (including transition Y6-Y7) | | |
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| Action | Intended outcome | Cost |
| To accelerate the reading and comprehension ability of PP students in Years 7 and 8 through the appointment of a Literacy Tutor | Students identified (who are below chronological reading age in Yrs 7 and 8) make accelerated progress aiming to be within 6 months of chronological age by the end of Year 8. | £17,802 |
| Introduction of Bedrock: this seeks to target the vocabulary and literacy gaps of all students but is particularly effective at targeting PP students. | To improve vocabulary and reading ability of PP students. This will support them in accessing higher tier vocabulary. | £7,929 |
| Appointment of Seneca leader to roll out platform to all staff. Aim to increase usage in KS4 and 5 to identify and remove gaps in knowledge. | Provide a platform to increase the amount of hours students work beyond their lessons at KS4. Pupils eligible for the pupil premium are performing in line with their peers which can be tracked through completion rates. | £4,165 |
| Introduction of SPARX in Year 7 Maths for directed homework. This platform will target gaps in knowledge of all students but is particularly effective at targeting PP students. | To increase student practice beyond the classroom. To identify and fill gaps in knowledge. We intended to ensure that 100% of students complete their compulsory homework. The platform will mean staff are able to set 'target homework' for PP students. This will raise attainment in Maths at KS3. We will aim to continue be placed within the top 10 of the trust for completion rates. | £4,500 |
| Introduction of the National Tutoring Programme: My Tutor. Year 10 English and Maths tuition. This has been run after school on a Tuesday from 3.00-4.00. | Improvement in attainment and progress of PP students in English and Maths at KS4. Baseline data has been collected and will be used to review impact of the programme on completion. | £5,062 |

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| To provide additional Maths and English tutoring during tutor sessions | Identified students make accelerated progress by closing gaps in knowledge KS3 students to improve their rank order attainment to reflect their prior attainment and eradicate gaps within their knowledge through targeted intervention. We have also used the UL common assessments to ensure pupils are fully supported. | £3,000 |
| To provide additional transition opportunities including a summer school for most vulnerable PP pupils. | One-week programme for upcoming year 7 students and our most disadvantaged year 7 students to build upon their literacy and numeracy skills allowing them to access a broad and balanced curriculum. | Funded from Summer school catch-up |
| Total budgeted cost | | £42,457 |
| v. SEND improvement strategies (PP eligible pupils who also have identified SEN) | | |
| Action | Intended Outcome | Cost |
| CPD for specialist Inclusion staff to support learning through Rosenshine's principles and direct instruction. | Improved outcomes for SENPP students. Upskilling of staff with up to date research and intervention methods. Stronger support in the classroom working strategically with general teaching staff. Students with SENPP make stronger progress. CPD topics chosen are reflected and determined upon by needs and context of the Academies. The offer was excellent during the lockdown and this work was celebrated through the on line offer where 100% live lessons were delivered. Feedback was excellent by parents. | Within school budget |

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| <p>To improve attendance and behaviour of identified students to ensure they access all available support and lessons.</p> | <p>Through mentoring, guidance and support students make at least expected progress through being in lessons, accessing support and maximising their opportunities. A reduction in the number of SR referrals and increased attendance for the most vulnerable. Improved progress for students with SENPP.</p> <p>Impact seen here with a reduction in SR referrals and behaviour being calmer around the site.</p> | <p>Within school budget</p> |
| <p>SEND GCSE mentoring and exam preparation support.</p> | <p>Students to receive support with anxiety, stress, organisation and revision in lead up to major examination periods. Ensure appropriate exam support is in place and that students know how to use it. Improved progress for SENPP students.</p> | <p>Within school budget</p> |
| <p>The use of chrome books has been extended to support students in their learning, particularly SPARX, Bedrock and Seneca</p> | <p>Remove any barriers to learning through computer access.</p> | <p>Included previously</p> |
| <p>Total budgeted cost</p> | | <p>Within school budget</p> |

1. Additional comments

The remaining funding has been utilised to reduce barriers to learning for students;

- Assistance with transport (taxi and bus passes)
- Uniform and equipment
- Trip subsidies
- Curriculum resources (e.g. cooking ingredients, paints etc)
- Revision guides, workbooks and learning resources
- Other costs as they arise from PP contingency

2. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)

i. Quality teaching for all

| Action | Impact | Lessons learned (and whether you will continue with this approach) |
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| Additional Staffing in core subjects English, maths and science | Improvement in attainment and progress across English, maths and science for PP students against NA at KS4. | This approach is driven by data. Moving forward more funding will be utilised for PP boys in English. |

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| Investment in CPD for quality Teaching and Learning | Time has been allocated to develop and evolve feedback and T&L within the school. Funding has been utilised for bespoke CPD events and upskilling of members of the team. | Further investment will be made into T&L resources such as visualisers, CPD library and optional CPD events. |
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- How was high-quality teaching sustained during lockdown?
- How successful was the remote offer and how do you know?
- What lessons did you learn?

During lockdown, TRS's CPD offer to staff continued and if not improved with additional support and training on how to use online platforms and technical support to ensure all students received high quality lessons and feedback. Raising Standards and Heads of Year at TRS worked tirelessly to ensure all students, including PP students had access to appropriate synchronous and asynchronous learning. Alongside this, we reviewed and removed barriers to learning by auditing those disadvantaged by a lack of access to technology by providing laptops and internet dongles to ensure all students had access to live lessons and communication with their teachers. Each week, tracking and monitoring took place to track workflow and completion rates expects, which allowed a rigorous cycle of monitoring and further support. Through student and parent questionnaires we were able to offer technical equipment that was suitable for work (e.g Chromebooks and laptops rather than tablets), this highlighted that a large proportion of student did not have access to suitable technology. We were able to monitor and track number of students accessing live learning and provide additional support for those not consistently accessing, with weekly parental communication and weekly tracking.

ii. Targeted support and intervention

| Action | Impact | Lessons learned (and whether you will continue with this approach) |
|--|---|--|
| To provide additional English tutoring to accelerate the progress of PP students | Improved outcomes for pupils at KS4 at 4+, 5+ | Pupil Premium students accessing this programme, achieved above National Average in all headline measures. |
| <ul style="list-style-type: none"> • How did you target the needs of PP pupils during lockdown? • How successful were you and how do you know? • What lessons did you learn? | | |
| <p>As discussed above, technological support was offered to students which allowed the continuation of high-quality lessons and progress to be made. To raise aspirations for our year 11 students at the latter end of the academic year, bridging work was set for this cohort, specifically linked to a wide range of subjects and courses to be prepared for their post-16 options. Increased staffing to produce resources and offer lecture style lessons to support both key stages, especially within Literacy and numeracy at KS3 and English and maths at KS4.</p> | | |

| iii. Behaviour and Attendance improvement strategies | | |
|---|--|--|
| Action | Impact | Lessons learned (and whether you will continue with this approach) |
| To provide excellent pastoral care through non-teaching Heads of Year, supported by Raising Standards Leads | <ul style="list-style-type: none"> • Improved attendance and reduced PA of PP students • Improved behaviours with reduced SRs, IEs and FTEs compared to previous year • Positive relationships with parents / carers that ensures PP students value education | Although attendance rates have improved and are above National Average, attendance rates for a core number of PP students remains a focus, particularly those that fall in the 'persistently absent'. The attendance officer role is vital for this. |

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| <p>To provide appropriate alternative provision for PP students who struggle to work within the mainstream school setting (R2E, Gateway, external AP)</p> | <ul style="list-style-type: none"> • Raised achievement of PP students and diminish the differences to other students nationally through specific support to address behavioural issues impacting on learning. • Reduced FTE /IE / Study room for PP students • Less lost time from learning | <p>We have increased this provision further to incorporate a Head of Year (non-teaching) per year group, and additional support workers</p> |
| <p>To provide challenge and support that encourages PP students to attend school as well as other students through additional Education Welfare Officer & PP Attendance Support Officer focus</p> | <ul style="list-style-type: none"> • Overall attendance and PA for PP improved • Increase in regular attendance leading to improved learning outcomes; Less time off with trivial ailments; Parents/carers engaged with school better | <p>There is an increased need to support students with SEMH complexities and future funding will look more towards upskilling and enhancing knowledge and support within this area.</p> |
| <ul style="list-style-type: none"> • How did you support PP pupils to participate in remote learning during lockdown? • How successful were you? • What lessons did you learn? | | |

Clear weekly tracking on the completion of work was carried out by all teaching staff and monitored by the Raising Lead of that key stage in addition to the Pastoral team. Weekly communication via the Pastoral team ensured students completed a minimum expectation of work.

iv. Catch-Up strategies (including transition Y6-Y7)

| Action | Impact | Lessons learned (and whether you will continue with this approach) |
|---|---|--|
| To accelerate the reading and comprehension ability of PP students in Years 7 and 8 through the appointment of a Literacy Tutor | Students identified (who are below chronological reading age in Yrs 7 and 8) make accelerated progress aiming to be within 6 months of chronological age by the end of Year 8 | Further funding will be used to support the role of a transition coordinator to allow for early identification and collaboration of at risk students, much earlier and to ease the transition from KS2 to KS3. |

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| <p>To provide additional Maths and English tutoring during tutor sessions</p> | <p>Identified students make accelerated progress by closing gaps in knowledge</p> | <p>This is an important area of focus over the next few years. More can be done and a review of the current tutoring arrangements need to follow.</p> |
| <p>To provide additional transition opportunities including a summer school for most vulnerable PP Year 6 transition students</p> | <p>Successful transition into Year 7, evidenced by strong attendance, focus in lessons and student voice taken at end of first half term</p> | <p>This is an important area of focus over the next few years. Research suggests that the longer a student has been FSM, the increased impact on attainment and progress. A robust transition and support network for transition will allow for improvements to be made within this area.</p> |
| <ul style="list-style-type: none"> • How did you support transition from Y6 into Y7 during lockdown? • How successful were you? • What lessons did you learn? | | |

The transition provided to our new year 7 cohort was well planned by an entire team dedicated to this, which included members from the pastoral, SEND and Raising Standards team. Communication, live information meetings and virtual tours created the foundation for the transition support. Based on the success of this plan and support, moving forward, the majority of our transition support will become virtual and shared on the schools' websites.

v. SEND improvement strategies (PP eligible pupils who also have identified SEN)

| Action | Impact | Lessons learned (and whether you will continue with this) |
|--|---|--|
| CPD for specialist Inclusion staff to support learning through Rosenshine's principles and direct instruction. | Improved outcomes for SENPP students. Upskilling of staff with up to date research and intervention methods. Stronger support in the classroom working strategically with general teaching staff. Students with SEND/PP make stronger progress. | This is a relatively new venture and will continue for the next academic year. Moving forward, we will be looking at additional CPD and opportunities to upskill teaching staff in strategies to support students with complex needs, as this has proved successful. |

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| <p>To improve attendance and behaviour of identified students to ensure they access all available support and lessons.</p> | <p>Through mentoring, guidance and support students make at least expected progress through being in lessons, accessing support and maximising their opportunities. A reduction in the number of SR referrals and increased attendance for the most vulnerable. Improved progress for students with SENPP.</p> | <p>This strategy has been successful and we will look to widen this provision further and expand to non SEND, PP students that require technological support to access additional materials.</p> |
| <ul style="list-style-type: none"> • How did you support pupils with SEND to access remote learning? • How successful were you? • What lessons did you learn? | | |
| <p>All high tariff SEND students were supported during the day via virtual support. All our Tas had a sufficient caseload during lockdown to ensure both students and parents were aware of the process of completing and submitting work. For those students who needed further assistance to complete their work, 1:1 sessions were planned during the week, this largely took place with English and Maths. Staff were also guided through online briefings on how to best support specific SEND needs during remote learning.</p> | | |

