

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	1,599
Proportion (%) of pupil premium eligible pupils	21% (329 students)
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	David Oakes
Pupil premium lead	Mark Critchard
Governor / Trustee lead	Jill Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336,996
Pupil premium funding allocation last academic year	£331,682
Recovery premium funding allocation this academic year	£46,702
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	£383,698

Disadvantaged pupil performance overview for last academic year (2020-21)

Detail	Data
Progress 8	-0.06 (TAGs)
Attainment 8	39.56
EBacc Entry	3%
% Grade 5+ in English and maths	33%
Attendance	89.3%

Pupil Premium Strategy – Statement of Intent

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.

Strategic Aims for Disadvantaged Pupils 2021-22

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

	Detail of Strategic Aims
1	Attendance of disadvantaged students is less than that of peers, the last national average for FSM students reported in 2018- 2019 was 90.8%. This is in comparison to our disadvantaged attendance figure of 89% in 2020-21. Although higher than national average, it is below that of non-disadvantaged peers (94%). In-school evidence shows us that poor attendance directly correlates with negative progress and attainment.
2	Attainment of disadvantaged students (33% of PP students attained a grade 5 in both English and Maths) in basics (English & Maths) is less than that of their peers (50% of non-PP students). 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. However, there were factors beyond our control. 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.
3	Positive Progress for disadvantaged students in Y11. There continues to be a gap between disadvantaged students and their peers regarding progress. The last two year have seen positive progress for disadvantaged students; we want to maintain this and close the gap.
4	Catch up of students in KS3 with a focus on Literacy and English . Our EOY KS3 data demonstrates there are specific year group foci for intervention this academic year including Y8 English as a whole and students with high prior attainment in each KS3 year group.

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	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.
2	PP-eligible pupils 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 is at 32% of PP students achieving a 5 or above in both English and Maths this academic year.
3	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-PP peers.
4	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.

Intended Spend

This explains broad spending approaches against our strategic priorities, and is broken down into 3 approaches – (i) Teaching Priorities, (ii) Targeted Academic Support and (iii) Wider Strategies.

	Approach	Spend
i	Teaching Priorities	£41,000
ii	Targeted Academic Support	£109,000
iii	Wider Strategies	£236,000
	Total	£384,000

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 - Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme in line with Rosenshine Principles, TLAC and EEF toolkit that demonstrates strategies for all staff to use in supporting disadvantaged students	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order to support progress of students. The Principles behind Rosenshine and TLAC are in line with the majority of these approaches	2,3,4
Overstaffing in Maths and English	Small class sizes offer smaller ratios to support students learning the EEF toolkit cites this as adding 2 months progress to learners	2,3,4
Literacy teaching groups at KS3	Small class sizes offer smaller ratios to support students learning the EEF toolkit cites this as adding 2 months progress to learners	2,3,4
Extra weekly lesson in Maths and English at Y11 during Tutor Time and through Success Sessions	Extra time with specialist subject staff to support learning gaps in targeted sessions. The EEF toolkits cites this as having 3 months progress to learners	2,3,4

Targeted Academic Support – Budgeted cost: £ 109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y10 Tutoring, KS3 academic intervention, Y11 academic intervention	As part of last year's NTP programme we are employing My Tutor to support the learning and catch-up of Year 10 PP students in Maths and English. The EEF Toolkit cites individualised instruction as having 4 months progress on learners	2,3,4
Maths and Literacy specialist tutoring	Our full time employed Maths and Literacy teachers support students with learning gaps and extra intervention sessions across all key stages. As part of the literacy programme our specialists in our SEN dept and Literacy team support students with phonics said to have 5 months progress on learners.	2,3,4
Direct Instruction	DI is a model for teaching that emphasizes lessons designed around small learning increments and clearly defined teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.	2,3,4
To provide targeted support for most at risk PP students through the Student Progress (0.3) and Wellbeing Manager (0.3)	For vulnerable students to receive guidance and self-help strategies to promote resilience following the national lockdown.	1
Careers interviews and mentoring programmes	Students are supported with clear pathways of progression setting aspirations and gaining an understanding of options available.	2,3
Reading and Numeracy programme	The EEF cites Literacy interventions as adding up to 6 months progress for learners. Sparx programme at KS3 to support numeracy skills and independent learning Homework can add 5 months of progress to learners according to the EEF.	2,3,4
IT support	Ensure students without access to suitable devices at home are provided with a laptop or equivalent (e.g. Hub). Homework can add 5 months of progress to learners according to the EEF.	2,3,4
Baseline testing	NGRT and MidYis testing for KS3 to support understanding of pupil profile ensuring intervention is accurately targeted.	2,3,4
Key workers for SEND students	Teaching assistants are assigned students as keyworkers. The EEF cites this has 4 months progress on learners	1,2,3,4

Wider Strategies – Budgeted cost: £ 233,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	This ensures PP and SEN students are in school, with access to breakfast and ICT facilities to complete work with support.	1
Attendance strategies – funding of a PP attendance officer (0.4)	Pupil Premium, Pastoral and Attendance team to work collectively in ensuring first day response to any disadvantaged pupil absent, with particular focus on KS4. Attendance initiatives inclusive of rewards, transport support, home visits	1
Gateway	Satellite school on site to support students who have medical, mental and emotional health barriers. The Gateway provides smaller groups learning environment and specialist teachers	2,3
Enrichment	Subsidised trips and visits to develop cultural knowledge, capital and education with character.	1,2,3
Subject support	Subsidised materials for academic learning i.e. art materials, food tech ingredients, music lessons. Subsidised uniform and academic equipment. This supports our wider focus of education with character and removes barriers to academic learning. The EEF toolkit says learners can make 3 months progress through participating in arts.	2,3,4
Summer school	Summer school as part our transition programme for year 6 students. Last academic year saw 50% of new cohort attends summer school.	1,2,3,4
Pastoral Support – 0.33 subsidised non-teaching heads of year. Directors of year to address attendance and behaviour concerns.	Behaviour interventions improve attainment by challenging behaviour in schools. EEF state that both targeted and universal behaviour approaches can have positive overall effects on student outcomes, by up to 4 months	1
Memorable Moments	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.	1

Review - Pupil premium strategy outcomes 2020-21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Please see link to our Pupil premium plan from the academic year 2020-2021. This was updated due to the impact of Covid 19. The overall two-year strategic plan was also adapted due to Covid, but a review of strategies can be found below. Performance measures have not been published for 2020-2021 and are not to be used to hold schools to account but do support the narrative of the impact of our strategic plan

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 4 years in key areas of the curriculum.

Attainment Outcomes (% of students achieving a 5+ in both English and Maths)

	2021	2020	2019	2018
PP	33%	24%	27%	23%
Non PP	50%	45%	37%	40%
All	47%	39%	35%	37%

Covid-19 has disproportionately impacted our disadvantaged students and has disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, lockdown closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. This impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and ensuring disadvantaged students had access to digital devices.

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 to ensure all students, including PP students had access to appropriate synchronous and asynchronous learning.

Externally provided programmes

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