

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2024-2027 academic years) 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	1631
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	David Oakes and Jo Lewis
Pupil premium lead	Samuel Down
Governor / Trustee lead	Jill Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£368,550
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	£368,550

Part A: Pupil premium strategy plan

Statement of intent

Our ambition at The Regis School 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 the attendance of their peers for the academic year 2023-24, with a gap of 4.7%. Our

	assessment and observations are that absenteeism negatively impacts the progress and attainment of disadvantaged students.
2	<p>Attainment</p> <p>Whilst the 4+ Basics (English & Maths) attainment of disadvantaged students has been increased in 2024 (45%) compared to 2019 (37%), the attainment gap at 4+, 5+ and 7+ between disadvantaged students and non-disadvantaged students remains too wide. Every effort is being made to ensure the gap between these learners does not widen. This academic year it is a whole school priority to ensure teaching, curriculum, intervention, and wider support enables these students to achieve their highest potential.</p>
3	<p>Progress</p> <p>The progress 8 score for disadvantaged students has continued to significantly rise from 2023 (-0.41) to 2024 (-0.09), however there continues to be a progress gap between disadvantaged students and their peers. The progress 8 for disadvantaged students for 2023-24 was -0.09, compared to whole cohort which was +0.25.</p>
4	<p>Literacy</p> <p>On entry to The Regis School, a significant number of disadvantaged students have a reading age below their peers, which can limit their access to the curriculum. 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.
PP-eligible pupils experience excellent teaching in English and Mathematics and make good progress through the	Disadvantaged students in Year 11 achieve positive Progress 8 score that is

Basics curriculum. Their work is of a high standard and compares favourably to that of non-PP peers.	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: £ 135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD</p> <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

<p>gies are used to support disadvantaged student progress and attainment.</p>		
<p>Recruitment and retention</p> <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. 	<p>EEF and Hattie have evidenced that increased teacher to student ratios can positively impact the progress of disadvantaged students.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4</p>
<p>Student feedback</p> <ul style="list-style-type: none"> PP students are targeted for in-class feedback and live-marking. Year 11 Sparx Maths homework and SPARX Maths, Science and Reader used for KS3 and Year 10 homework, both of which give students feedback specific to them. 	<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>	<p>2, 3, 4</p>
<p>Independent practice</p> <ul style="list-style-type: none"> Consistent approach to teaching using the 'I, We, You' cycle which supports students master the curriculum. 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. PP students will be a focus during the You phase to check quality and quantity of independent practice. 	<p>Giving students the opportunity to regularly produce work that is the product of their own thinking demonstrates that the have acquired and can apply the knowledge they have learnt.</p> <p>Rosenshine's Principles of Instruction</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4</p>
<p>Literacy</p>	<p>Disciplinary literacy supports improved literacy across the curriculum by</p>	

<ul style="list-style-type: none"> Targeted vocabulary instruction in all subjects with a focus on tier 2 and 3 vocabulary. PP students targeted through active observation during circulation to check the quality and quantity of their written work, with a focus on supporting their SPAG. 	<p>focusing on subject specific vocabulary and targeted vocabulary instruction.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	
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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
<p>GCSE English and Maths Intervention</p> <ul style="list-style-type: none"> Weekly intervention groups in both English and Maths for Year 11 students. The content of these sessions is 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
<p>KS3 literacy Intervention</p> <ul style="list-style-type: none"> SPARX reader used to assess accuracy and speed 	<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>	2, 3, 4

<p>of disadvantaged student reading.</p> <ul style="list-style-type: none"> • NGRT assessment used to identify students with a below age related expectation in terms of reading. • Identified PP KS3 students with SAS reading scores below 85 will be enrolled onto the Lexonik Leap programme. • Identified PP KS3 students with an SAS reading score between 100-85 will be enrolled onto the Leonik Advance Programme. 	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Exam Preparation</p> <ul style="list-style-type: none"> • Targeted academic intervention sessions to support pupil premium students. • Action Your Potential (AYP) coaching pods for targeted Y11 disadvantaged students ensuring they have resources and strategies to revise for their exams. • School open on Saturday mornings for year 11 students to revise. • GCSE Support evenings for parents and students. 	<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> <p>Engaging parents and carers in the learning process positively impacts student progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4
<p>In-school tutoring programme</p> <ul style="list-style-type: none"> • Targeted academic intervention sessions to support pupil premium students to achieve a 4+ / 5+ in English and Maths. 	<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

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <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. 	<p>It is imperative we work closely with parents and carers to support regular student attendance as this will positively impact their progress and attainment.</p> <p>School attendance: guidance for schools - GOV.UK (www.gov.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Well-being</p> <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 which includes access to computers to complete work. Financial support for resources, uniform and trips. 	<p>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.</p> <p>Healthy Minds EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
<p>Behavioural</p> <ul style="list-style-type: none"> Directors of year maintain focus on monitoring disadvantaged student 	<p>Universal and specific behavioural approaches can positively impact student progress and attainment.</p>	<p>1, 2, 3, 4</p>

behaviour and implement behaviour interventions to support improved attainment.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
<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: £ 360,000

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 2023 to 2024 academic year.

During the last academic year, The Regis School's CPD offer to staff continued to be focused on ensuring high quality, research-based, effective teaching & learning strategies. This CPD offer included whole school fortnightly T&L CPD, subject specific CPD and a whole school focus on developing oracy, which is aimed to support our disadvantaged student's progress.

The attendance team, supported by year teams, form tutors the safeguarding team and other pastoral leads continue to work relentlessly to ensure all students, including PP students, attend school regularly. As a result, pupil premium attendance increased by 2% from 2022-23 to 2023-24. Rigorous systems are in place to support early intervention where dips in pupil premium attendance are identified. Rewards & recognition are also strategically used to recognise both excellent and improved attendance.

Our PP 4+ Basics have steadily improved from 2019 - 2024, seeing a larger proportion of pupil premium students achieving these qualifications. This enables these students' greater opportunities when making choices about their education and employment post 16. We have a daily tutoring session for year 11 students, within which students receive additional English and/or Maths dependent on their individual needs. Where additional support is required, year 11 pupil premium students are also given further tutoring via the National Tutoring Programme.

The pupil premium progress 8 have improved from -0.41 (2022-23) to -0.09 (2023-24). However there continues to be a gap between pupil premium and non-pupil premium students' progress. To further minimise this gap, lessons are designed using the TLAC techniques and Rosenshine principles and are structured to follow the I, We, You model. These techniques and structure are central to our whole school teaching and learning CPD, ensuring consistent, high-quality teaching is delivered to all. Every lesson includes a focus on checking for understanding, where gaps in understanding and skills are identified and further support is embedded to support the progress of all students. Independent practice is also a key element of each lesson, ensuring students are given time to apply their understanding. Alongside this, we also use regular summative assessments to identify students for additional support. This data is analysed at a class level but also at a whole school level to identify trends and patterns.

Our pupil premium students engage in a wide-ranging variety of post 16 destinations, with students either staying on to learn at our sixth form attending local colleges or engaging in

apprenticeships. We are focused on continuing to develop the aspirations of our pupil premium students by offering regular careers advice and guidance, which includes visits to Universities, access to the scholars programme, individual careers appointments and careers fairs.

In terms of well-being, we have recently appointed a new in-school mental health worker, which enables us to continue to prioritise the needs of our pupil premium students; ensuring they are well supporting emotionally as well as academically.

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
Coaching Pods	Action Your Potential