

Regis Manor Primary School
Pupil Premium Strategic Plan 2022-2023



This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 academic year including the review found at the bottom of the document.

School overview

Detail	
School name	Regis Manor Primary School
Number of pupils in school	564
Proportion (%) of pupil premium eligible pupils	131 (23%)
Academic year/years that our current pupil premium strategy plan covers	September 2021- July 2024
Date this statement was published	October 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Mrs K Mirams
Pupil premium lead	Mr M Perry
Governor / Trustee lead	Mr S Penney

Funding 2022-2023 overview

Detail	Amount
Pupil premium funding allocation this academic year	£167 324
Recovery premium funding allocation this academic year	£17 011
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	£184 335

Part A: Pupil premium strategy plan

Statement of intent

At Regis Manor we believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Strategic Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We aim to enable all children, regardless of their background, to achieve their full potential. We recognise that children from a disadvantaged background often have barriers to achieving this, something made significantly more complicated by the COVID pandemic, and know that through clear identification and targeted support we believe we can make a significant difference to these children.

The key overarching priorities when setting our long-term strategy are:

- To develop an ethos of aspiration and success with all pupils
- Support attendance to ensure children are in school as much as possible
- Support behaviour (especially SEMH) to allow children to access the curriculum
- Supporting and developing pupil language
- Ensure high quality teaching for all
- Meet individual learners needs
- Impact driven and responding to evidence

Challenges

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

Challenge number	Detail of Challenge
1	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5 - 7% lower than for non-disadvantaged pupils.</p> <p>20- 23% of disadvantaged pupils have been 'persistently absent' compared to 9 - 11% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class last year, 91% of our disadvantaged pupils arrived below age-related expectations compared to 80% of other pupils.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to social skills and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 41 pupils (27 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
5	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>

Intended outcomes between September 2021- July 2024

Intended outcome	Success criteria
Raised percentage of disadvantaged pupils meeting the required standard in the phonics screening	<p>Assessments and observations indicate significantly improved phonics among disadvantaged pupils.</p> <p>Targeted groups make good progress from their starting points as identified on provision maps.</p> <p>School targets for the phonics screening check are met (set in October each year)</p>
Raised percentage of disadvantaged pupils meeting the early learning goal at the end of Reception	<p>Assessment and observations indicate significantly improved outcomes for disadvantaged pupils reducing gaps where possible.</p> <p>Targeted groups make good progress from their starting points as identified on provision maps</p>
Improved pupil outcomes at the end of KS2 in maths in line with non-disadvantaged children	<p>Assessments and observations indicate significantly improved KS2 maths among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Targeted groups make good progress from their starting points as identified on provision maps</p>
Reduced persistent absence and raised disadvantaged (including disadvantaged SEND attendance)	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 6%. the percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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.

Budgeted cost: £ 90 000

Activity for disadvantaged pupils	Evidence that supports this approach	Challenge number(s) addressed
Reading - Increase the number of pupils reading regularly at home through use of rewards based on number of books read – including badges for bears	Research shows the numbers of words children know at 5 has a direct correlation to future success in exams. RMPS Baseline shows that children entering our school have below average speech and language and reading.	2, 5
Workshops for parents are run regularly so parents know how they can best support their children	Parents have feedback from previous workshops that they find it useful to know how children are taught to read so they can help their children. Children using their own resources and manipulatives have been shown to be more engaged and actively learning	2, 5
Increased adult to pupil ratios in class with focus PP children targeted		2, 5
Phonics lead monitors and provides in depth feedback and support as necessary for staff and pupils		2, 5
Maths resources and training are in place to ensure staff are confident using the maths scheme	Children using their own resources and manipulatives have been shown to be more engaged and actively learning	3

Workshops for parents are run regularly so parents know how they can best support their children	Parents have feedback from previous workshops that they find it useful to know how children are taught at school so they can help their children at home.	3
Increased adult to pupil ratios in class with focus PP children targeted		2, 3, 5
Attendance - FLO/Attendance lead to meet with persistently absent families regularly	Pupil voice from previous years shows that the children are excited at the prospect of more regular termly 100% attendance rewards Enrolling the help of family liaison officer supports the school to ensure all children are attending regularly and parents understand the importance of being at school.	1
Persistently absent families invited to regular coffee shops and event		1
100% attendance rewards and incentives per term and year (including certificates, badges and events)		1
Attendance team including admin team, DHT and HoS liaise and review actions regularly		1

Targeted academic support

Budgeted cost: £ 54 000

Activity for disadvantaged pupils	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring for phonics, maths and reading	Research tells us that on average tutoring is very effective at improving pupil outcome. We know that it has a greater impact if it is in addition to and explicitly linked with normal lessons to raise attainment in particular areas.	2, 3, 5
Targeted groups to work with Sp and L teaching assistant weekly	Speech and language support from the NHS in the local area is now largely not available for children. As such the level of need identified through assessment and baseline at the start of school has increased. Targeted support from specialist TAs has been shown to reduce the gap.	2, 5
Targeted groups identified in upper KS2 to work with Third Space Learning and mental arithmetic groups	Previous use of these interventions has led to greater pupil confidence and therefore meeting the expected standard in maths. Internal data shows that there is a gap between PP and non-PP in maths in upper KS2.	3
Targeted use of Lexia in KS1 and KS2 to raise pupil attainment in reading and reduce gaps	Lexia and Bedrock provides personalised learning at pupils level which previous data shows leads to rapid progress	2, 5
Targeted use of Bedrock vocabulary to raise pupil's knowledge of vocabulary to the level of their peers		2, 5
Targeted support and meetings for persistent absent (or previously persistent absent) families takes place regularly with DHT/FLO/HoS	Previous meetings with parents has shown that, at times, access to wrap around care makes getting their children into school more viable. [Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK	1

Free spaces at breakfast club and afterschool club offered as needed	Experience over previous years has shown that engagement with families on a personal level has a greater effect on persistently absent families than other less personal strategies	1
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Wider strategies

Budgeted cost: £ 41 000

Activity for disadvantaged pupils	Evidence that supports this approach	Challenge number(s) addressed
Targeted Thrive work following individual or group assessment	A review of the school's curriculum and levels of SEMH need has identified the need for a targeted and bespoke emotional curriculum that sits alongside PSHE and RSE. Thrive is a resource that has been proven to have a positive impact on this in other schools nationally and in other schools within the Trust.	4
ELSA (emotional literacy support assistant) work with identified children	Feedback from parents last year showed how ELSA was able to give children strategies to self-regulate their own feelings and emotions both within and outside of the school was very positive.	4
To identify where support may be needed and target families where children are not accessing events/trips	The school is aware that finances are limited for many families and we do not want this to be a barrier to access	4

Total budgeted cost: £ 185 000

Part B: Review of outcomes in 2022-2023

Intended Outcome	Outcome 2022/23									
Raised percentage of disadvantaged pupils meeting the required standard in the phonics screening	<ul style="list-style-type: none">The percentage of disadvantaged meeting the required standard at the end of year 1 has remained consistent at 64% (65% in 2021-2022) and in year 2 at 85% (90% in 2021-2022)Children made good progress from their starting points and a new tracking system was introduced in 2022/23 to ensure this progress is tracked forensically (48% of year 1 pupils achieved GLD at the end of reception and 64% met the required standard in the screening check)Both of these cohorts have higher levels of SEN pupils and speech and language need									
Raised percentage of disadvantaged pupils meeting the early learning goal at the end of Reception	<ul style="list-style-type: none">More disadvantaged children met the early learning goals at the end of Reception than in 2021-2022 (65% in 2022-23 and 48% in 2021-22).									
Improved pupil outcomes at the end of KS2 in maths in line with non-disadvantaged children	<ul style="list-style-type: none">The disadvantaged gap reduced from 2021-2022 to 2022-2023 (24% to 13%) however attainment and progress in maths is still below national averageAdaptations to the maths scheme of work have been made with clear structures to lessons introducedMaths will continue to be a whole school focus in 2023-24									
Reduced persistent absence and raised disadvantaged (including disadvantaged SEND attendance)	<ul style="list-style-type: none">Attendance has improved for disadvantaged children as follows: <table><tr><td></td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>Attendance %</td><td>87.7%</td><td>88.3% (+0.6%)</td></tr><tr><td>Persistent absence %</td><td>46%</td><td>36% (-10%)</td></tr></table>		2021-2022	2022-2023	Attendance %	87.7%	88.3% (+0.6%)	Persistent absence %	46%	36% (-10%)
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