

Regis Manor Primary School

Pupil Premium Strategic Plan 2025-2026

This statement details our school's use of Pupil Premium for the 2024 to 2025 academic year including the review found at the bottom of the document.

Detail	
School name	Regis Manor Primary School
Number of pupils in school	608
Proportion (%) of pupil premium eligible pupils	175 (29%)
Academic year/years that our current pupil premium strategy plan covers	September 2024 - July 2026
Date this statement was published	October 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Mr M Perry (HT)
Pupil premium lead	Mrs C Wilkie-Smith (SENCo)
Governor / Trustee lead	Mr S Penney (CoG)

Funding 2024-2025 overview

Detail	Amount
Pupil premium funding allocation this academic year	£258 148
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£258 148

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.

We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or suffer from mental health conditions. We want all our pupils to behave positively, make a positive contribution to the school community and follow our school rules - **respectful, motivated, proud and safe**. Also, we want to equip our children with the skills they need to self regulate, manage their emotions and communicate effectively.

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
- Meet individual learners needs
- To be 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>Attendance - Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5 - 6% lower than for non-disadvantaged pupils.</p> <p>23 - 27% of disadvantaged pupils have been 'persistently absent' compared to 18 - 20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Phonics - 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>

3	<p>Maths - External and internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class, 80-85% of our disadvantaged pupils arrived below age-related expectations compared to 75% of other pupils.</p>
4	<p>Social and emotional issues - Our assessments (including an annual wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

Intended outcomes between September 2025 - July 2026

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 (73% Year 1 DA and 80% Year 2 DA in 2025-2026)</p>
Reduce the gap in combined attainment in all subjects in KS2	<p>Internal data shows that combined outcomes for Years 3 and 4 are in line with targets and demonstrate a decrease in the attainment gap with non-disadvantaged</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 0.6% (gap in 2023-2024)

	<p>was 1.8% between disadvantaged and non disadvantaged pupils).</p> <ul style="list-style-type: none">• the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 15% lower than their peers.
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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: £ 106 000

Activity for disadvantaged pupils	Evidence that supports this approach	Challenge number(s) addressed
<p>All Curriculum - Targeted support and questioning from teaching assistants and class teacher in lessons.</p>	<p>Evidence and research shows that children with high levels of engagement and clarity within lessons make greater progress.</p>	<p>2, 3, 4</p>
<p>Reading - Increase the number of pupils reading regularly at home through use of rewards based on number of books read and number of times reading in a week</p>	<p>Research shows the number 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.</p>	<p>2</p>
<p>Increased adult to pupil ratios in class with focus PP children targeted</p>	<p>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.</p>	<p>2</p>
<p>Phonics lead monitors and provides in depth feedback and support as necessary for staff and pupils</p>	<p>Children using their own resources and manipulatives have been shown to be more engaged and actively learning</p>	<p>2</p>

<p>Maths - Resources and training are in place to ensure staff are confident teaching maths to bridge gaps and build automaticity</p>	<p>Children using their own resources and manipulatives have been shown to be more engaged and actively learning</p> <p>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.</p>	3
<p>Increased adult to pupil ratios in class with focus PP children targeted</p>		2, 3
<p>Attendance - FLO/Attendance lead to meet with persistently absent families regularly</p>	<p>Pupil voice from previous years shows that the children are excited at the prospect of more regular termly 100% attendance rewards</p> <p>Enrolling the help of the family liaison officer supports the school to ensure all children are attending regularly and parents understand the importance of being at school.</p> <p>The school uses the mini bus for some target families to ensure the children are in school, ready to learn.</p>	1
<p>Persistently absent families invited to regular coffee shops and events</p>		1
<p>Attendance rewards and incentives per term and year (including certificates, badges and events)</p>		1
<p>Attendance team including admin team, DHT and HoS liaise and review actions regularly</p>		1

Targeted academic support

Budgeted cost: £ 85 000

Activity for disadvantaged pupils	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention 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
Targeted groups to work with Speech and Language 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
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. Working together to improve school attendance - GOV.UK 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
Free spaces at breakfast club and afterschool club offered as needed		1

Wider strategies

Budgeted cost: £ 67148

Activity for disadvantaged pupils	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of Place2Be to support pupil mental health	Place2Be provided trained practitioners to work with children with a focus on improving children's mental health (https://www.place2be.org.uk/)	4
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
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: £258 148

Part B: Review of outcomes in 2024-2025

Note that the plan runs from September 2024 - July 2026.

Total budget: £ 218 263

Intended Outcome	Outcome 2024-2025																							
<p>Raised percentage of disadvantaged pupils meeting the required standard in the phonics screening</p>	<ul style="list-style-type: none"> The percentage of disadvantaged children meeting the required standard at the end of year 1 has increased this year from 46% in 2023-2024 to 52% in 2024-2025. Children made good progress from their starting points and a clear plan has been put in place for the support as they move into Year 2 to continue to close the gap. 																							
<p>Reduce the gap in combined attainment in all subjects in KS2</p>	<ul style="list-style-type: none"> The gap between non disadvantaged and disadvantaged children in core subjects in KS2 at the end of 24-25 is shown in the table below. <table border="1" data-bbox="788 746 2020 1074"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>16%</td> <td>27%</td> <td>18%</td> </tr> <tr> <td>Year 4</td> <td>24%</td> <td>22%</td> <td>0%</td> </tr> <tr> <td>Year 5</td> <td>6%</td> <td>12%</td> <td>6%</td> </tr> <tr> <td>Year 6</td> <td>42%</td> <td>43%</td> <td>50%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The disadvantaged gap has reduced in years 3-5 and this has been particularly impactful in maths. Year 6 gap at the end of the year reduced from the previous year but remained significant. Children in Year 6 made good progress from their starting points. 					Reading	Writing	Maths	Year 3	16%	27%	18%	Year 4	24%	22%	0%	Year 5	6%	12%	6%	Year 6	42%	43%	50%
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Year 5	6%	12%	6%																					
Year 6	42%	43%	50%																					

<p>Improved pupil outcomes at the end of KS2 in maths in line with non-disadvantaged children</p>	<ul style="list-style-type: none"> • The disadvantaged gap in maths increased from 16% in 2023-2024 to 50% in 2024-2025. However, disadvantaged attainment increased from 29% to 31% - non disadvantaged attainment increased significantly this year. • Adaptations to maths teaching and support for disadvantaged have been made during the year and on track internal data reflects the impact of these. 									
<p>Reduced persistent absence and raised disadvantaged (including disadvantaged SEND attendance)</p>	<ul style="list-style-type: none"> • Attendance has improved for disadvantaged children as follows over the time of the plan: <table border="1" data-bbox="790 520 2022 719"> <thead> <tr> <th></th> <th>2022-23</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>Attendance %</td> <td>88.3%</td> <td>88.6% (+0.6)</td> </tr> <tr> <td>Persistent Absence %</td> <td>36%</td> <td>11.9% (-16.2)</td> </tr> </tbody> </table>		2022-23	2024-2025	Attendance %	88.3%	88.6% (+0.6)	Persistent Absence %	36%	11.9% (-16.2)
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