

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Regents Park Community College
Number of pupils in school	885
Proportion (%) of pupil premium eligible pupils	35.03%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs S Barnes
Pupil premium lead	Mrs C McCarthy
Governor / Trustee lead	Mr D Davenport

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,850
Recovery premium funding allocation this academic year	£85,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 406,410

# Part A: Pupil premium strategy plan

## Statement of intent

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes; ill-health, family stress, an increased chance of reduced parental engagement in their child's education and lower levels of cultural and social capital.

Our goal is to reduce this influence as much as we can within our control. We strive to reduce the soft prejudice of low expectations and focus on removing barriers to education. We also aim to provide pupils with a wide range of extra-curricular activity to help build cultural capital. The school will consider the challenges faced by these pupils and aims to support them through careful planning, regular tracking, targeted support and tailored interventions to ensure all children can succeed academically.

## Challenges

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

Challenge number	Detail of challenge
1	Progress gap between PP and non-PP pupils
2	PP attendance is lower on average than non-PP pupils
3	Progress gap for pupils who are PP and also have a neuro-diverse profile
4	Some of our PP pupils come to us with a low cultural capital

## 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
Reduction in school gap between PP and non-PP pupils.	<ul style="list-style-type: none"><li>Teachers to know the PP pupils in their classroom and ensure appropriate and evidenced based teaching strategies are employed to ensure progress</li></ul>

	<ul style="list-style-type: none"> <li>• The progress gap between PP and non-PP pupils (in 2022-23 was - 0.55) to be reduced at the end of Y11.</li> <li>• This gap between PP and non-PP pupil progress to be decreasing as indicated by moderated data analysis in other year groups</li> </ul>
Improve attendance and punctuality of PP pupils	<ul style="list-style-type: none"> <li>• Reduction in the number of days lost through poor attendance of PP pupils.</li> <li>• Improvement of pupil's attendance against their prior attendance.</li> <li>• Reduction in PP persistent absenteeism</li> </ul>
Reduction in school gap between non-PP pupils and PP pupils also have a neuro-diverse profile.	<ul style="list-style-type: none"> <li>• Precise intervention for those PP pupils who are also neurodivergent to decrease the gap of 0.52 average points for non-PP neurodivergent vs PP neurodivergent in GCSE exams 2023.</li> </ul>
Build cultural capital through enrichment opportunities and opportunities beyond the classroom.	Increased involvement in extra-curricular trips and activities and development of cultural capital in the classroom.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £232,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of high-quality teaching, assessments and a broad, balanced, knowledge-based curriculum which meets the needs of our pupils.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF T&L review, EEF PP menu of evidenced approaches EEF SEMH review	1, 2 & 3
Targeted intervention and resources to meet the needs of PP pupils who are neurodivergent e.g. The hub	An alternative provision unit means the school is better equipped to support students who have a significant number of ACEs Contains meet and greet nurture-based provision ASD friendly independent study pods Intervention sessions RPCC 'mini forest school' Sensory room	1, 2, 3 & 4
A CPD programme on trauma informed practice	Teachers who are well equipped, provide quality first teaching- EEF- use of targeted approaches to meet the needs of pupils in your school.	1,2&3
Quality first teaching strategies and CPD provision	EEF T&L review, EEF PP menu of evidenced approaches	1, 2 & 3
Year groups action plans and strategies including data tracking, meetings HOY/CLs/AHTs/HT	Data helps us identify pupils who are off track so we can place the right support and interventions at the right time	1,2,& 3

Revision resources	Facilitate independent study and parental engagement and support. EEF suggests +8months for metacognition and self-regulation	1,2,& 3
Supporting recruitment and retention of staff e.g. cover for CPD including NPQs and placements	School is better equipped to obtain and retain key staff.	1, 2, 3, & 4
Recruitment and retention of non-teaching pastoral support team.	Change structure of support to include non-teaching support  For behaviour interventions-this will also benefit all pupils in the classroom due to purposeful learning environment. (EEF Toolkit - +3 months) Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. (EEF Toolkit Social and Emotional Learning +4 months)	1,2&3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £149,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring for KS4 after school	Less economic privilege means less access to outside tutoring support. This have been exacerbated by Covid.	1,2&3
Provision of study space for Year 11 to revise after school e.g. library	It is well documented that PP students often lack a quiet and resourced study space at home to revise which impacts their ability to study independently.	1,2&3
Bespoke revision strategic approaches and technique development e.g. Deep learning day- St. James park/	Facilitate independent study and parental engagement and support. EEF suggests +8months for metacognition and self-regulation	1,2&3

united learning metacognitive development days		
Remote provisions and IT support	Virtual RPCC remote learning offer to Y11 and school refusers	1 & 3
Alternative school days e.g. Twilight school/reduced timetable	Facilitate and support those students who have the highest probability of non-attendance and success at school	1,2&3
Reading strategies	Utilisation of accelerated reader programme, tutor reader programme, RPCC reads, Friday reading programme to aide close the literacy gap	1,2, 3 & 4

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

Budgeted cost: £25,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Provision of uniform/supplementary food and access to trips	Students from less economically well-off backgrounds need to be able to fit in and experience cultural capital that more affluent students can achieve without help	2
Rewards system 'Top 50'	Students who have positive incentives are more likely to engage with school and are more likely to buy into the ethos of success.	1,2 & 3
Subsidizing the Arts and Creative curriculum and enrichment	Students from less economically well-off background need to be access resources that more affluent students can achieve without help.	1, 2, 3 & 4
Cultural Capital Recovery Opportunities for trips and activities e.g. swimming sessions/ trip to France/Hengistbury hedge/DofE/ This girl can project	Students from less economically well-off background have been significantly affected by a lack of cultural capital experiences due to the fact that schools have been closed and restrictions that have been put in place. More affluent students can recover this without help.	4

	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation (EEF Toolkit - +4 months for outdoor adventure learning)	
Attendance plans for low attenders and transport when necessary (taxis)	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons.	2
Compass school placements REACH project funding	Helps facilitate school to be proactive in supporting pupils to develop necessary skills to thrive in own learning environment	1, 2, & 3
Creative offer- AP pathway provision	Multifaceted approach to engaging pupils in education	1, 2, 3 & 4
PP pupils receive early targeted CEIAG intervention	The CEIAG Coordinator will ensure that Pupil Premium pupils are prioritised for Careers interviews.	1 & 3

**Total budgeted cost: £ 406,410**

## 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 2022 to 2023 academic year.

In the year 2022-23 we had 58 students in Year 11 making up 32.58% of the cohort. Provisional results indicate that PP students made -1.10 progress compared school average of -0.73 and a non-PP progress of -0.03. PP students Attainment 8 score was 33.16 compared non-PP of 47.02 and although PP results had a negligible change from progress and attainment score from 2022 there is an increasing gap between PP and non-PP students. From this we have some work to do towards ensuring that the gap closes between PP and non-PP students.

During the Year 2022-2023 non-PP student's attendance was -0.2% compared to non PP nationals average whereas PP were -3.4% against national PP average with aa attendance gap of 10.3%. This data clearly shows we still have a significant gap in our PP and non-PP figures so this remains a priority for us.

During the Year 2022 – 2023 there was a noticeable attainment gap between PP and neurodivergent PP with a gap of 0.52 average points for non-PP neurodivergent vs PP neurodivergent in GCSE exams 2023, this will be a focus for us going forwards.

During the Year 2022 – 2023 PP students ATL was consistent throughout the year, with similar trends occurring between all year groups and PP and non-pp students. With similar proportion of students achieving exceptional, highly motivated, motivated, requires action and unacceptable in each year group. However, the only year group where this does not follow a similar trend was in Year 11 where there are noticeably more students acquiring requires improvement and unacceptable within our PP students. However, this would correlate with more students in Year 11 accessing our alternative provision and alternative pathways.



