



Pupil Premium Strategy Statement 2022-23

From September 2021 [Updated]

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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

School name	Rye College
Number of pupils in school	577
Proportion (%) of pupil premium eligible pupils	32.6
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022, March 2023, June 2023
Statement authorised by	Mr. D. Downes
Pupil premium lead	Mr. S. Rickard
AAC lead	Mr. B. Blakelock



Funding Overview

Pupil premium funding allocation this academic year	£192,075
Recovery premium funding allocation this academic year	£32,562
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£224,637



Part A: Pupil Premium Strategy plan

Statement of intent

As part of Rye College's vision to create bright futures for all, through life transforming learning, the intent of the Rye College Pupil Premium Strategy is to achieve equity, in learning and opportunity, for disadvantaged students.

The strategy aims to achieve this through three key strands: 1) attendance and behaviour; 2) progress and challenge, and; 3) well-being and personal development.

Removing barriers and increasing the extra-curricular experience will allow our disadvantaged students to achieve their full potential as learners, individuals and members of their communities.

Our approaches to achieving this will include:

- teaching and learning practices;
- behaviour management;
- attendance support;
- progress tracking and interventions;
- access to technology;
- student voice;
- family liaison;
- mental health and wellbeing; and
- enrichment activities.

These approaches will result in the progress, attendance and engagement exceeding perceived limitations, closing gaps between Pupil Premium and non-disadvantaged students.



Aim	Target	Target date
To achieve outcomes at least above FFT50 for disadvantaged students	Narrowing the progress Gap to non-disadvantaged peers, whilst maintaining our above-national average performance.	September 23
To increase Attainment 8 scores for disadvantaged students	Narrowing the Attainment 8 Gap to non-disadvantaged peers whilst maintaining our above-national average performance	September 23
To increase the Grade 4+ Threshold measure in English and maths	Achieve at least average English and maths 4+ scores for similar schools	September 23
To improve attendance of disadvantage students	Improve attendance to at least 95%	September 23
To ensure successful transition to KS5 for disadvantaged students	0% NEET. Increase in level 3 courses in 2023	September 23

Challenges

These are the key challenges to achievement we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged students make less progress than their non-disadvantaged peers.
2	Disadvantaged students have a lower average attendance than their non-disadvantaged peers, meaning more lost learning time.
3	Disadvantage students are more likely to be involved in relocated from class due to behaviour, resulting in lost learning time.
4	Mental health, social and emotional learning issues present barriers to learning, resulting in absence and lost learning.
5	To ensure that our students are successfully transition to further education, resulting in 0% NEET.

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
A	Narrowing the Attainment 8 Gap to non-disadvantaged peers whilst maintaining our above-national average performance	Disadvantaged students make the same progress as their non-disadvantaged peers in the Year 11 summer 2023 public exam results.
B	Achieve at-least average English and maths 4+ scores for similar schools	Disadvantaged students achieve at least national average performance in the English and maths 4+ Threshold measure in the 2022 series of results.
C	Improve attendance to at least 95%	Whole school attendance, and that of disadvantaged students, is at least 95% at the end of the 2022-23 academic year
D	Disadvantaged students are more resilient and better equipped to be successful in the classroom.	Behavioural incidents involving disadvantaged students are in line with their non-disadvantaged peers.
E	0% NEET. Increase in disadvantaged students taking level 3 courses in 2022.	0% NEET. Increase in disadvantaged students taking level 3 courses in 2023.

The activities described in this strategy will target students on different levels. Universal activities benefits all students. Targeted activities benefit specific groups of students. Enhanced activities benefit individual students.



Strand 1: Attendance and behaviour

Intent: To improve the attendance of Pupil Premium students to at least 95% and in line with non-disadvantaged students. To reduce the number of PP student relocations, bringing this in line with non-disadvantaged students.

Budgeted cost: £52,500

Activity	Challenge addressed	Targeted students	Success criteria	Evidence that supports this approach
Attendance officer	1, 2	Universal: All students benefit but PP students are prioritised	C	<p>The evidence from the EEF states:</p> <p>Children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>In their March 2022 review of PP attendance, the EEF states on page 46 that “Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches” and to “target approaches specifically to the needs of individual pupils was also found to be effective.” Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>The average impact of the parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>
Educational Welfare Officer (EWO)	1, 2	The EWO will be working with a case-load of PA students. PP students will be prioritised	C	
Action Your Potential mentoring	1, 2, 3, 4	Targeted: 60 KS4 PP students. All Year 11 PP students and selected Y10 PP.	A, B, C, D	
Net meetings (Behaviour and attendance)	1, 2, 3, 4	Universal: All students benefit but PP students are prioritised	C, D	
ESBAS/EdPsych credits	3, 4	Enhanced: For students who require additional support	D	
Breakfast club	2, 4	Universal	C, D	
AAHT – Behaviour	2, 3	Universal	C, D	
AHT – Standards	1, 3	Universal	A, B, C	
Student hub	2, 3, 4	Universal	C, D	



Strand 1: Attendance and behaviour milestones		
December 2022	March 2022	July 2022
Attendance officer has support plans in place for all students below 90%	Attendance officer has escalated cases where students attendance have not improved.	Attendance of PP students is in line with non-disadvantaged students
EWO – DHT has identified the cohort of PA students the EWO will start working with from January 2023	The EWO is actively managing the attendance of all the identified PA students	Attendance of PP students is in line with non-disadvantaged students
Action Your Potential has met with all targeted students and been in contact with their families.	The attendance, behaviour and progress of targeted students has improved over tracking points	Attendance and progress of PP students is in line with non-disadvantaged students.
Net meetings (Behaviour and attendance) are putting strategies in place to support targeted students	Students requiring additional support have this put in place.	Targeted students behaviour and attendance have improved
ESBAS/EdPsych credits are available for use by the SENDCo and attendance officer	Students requiring ESBAS and EdPsych support are in receipt of it	Attendance and progress of PP students is in line with non-disadvantaged students.
Breakfast club is in place for all students every morning	The number of students attending breakfast club has increased over the year	Attendance of PP students is in line with non-disadvantaged students
AAHT – Behaviour has an effective behaviour strategy in place	The number of PP students relocated from class and suspended from school has reduced over the year	PP student relocations and suspensions are in line with their non-disadvantaged peers.
AHT – Teaching and Learning has a tilting strategy in place	QA cycle shows the tilting strategy is effectively implemented. PP students progress has increased over the year.	PP students make the same progress as their non-disadvantaged peers.
AHT – Standards has published the Pupil Premium Strategy	All of the strands of the strategy are being delivered and monitored – students are receipt of support for attendance, curriculum and well-being	Students attendance, progress and well-being is in line with non-disadvantaged peers



Strand 2: Progress and challenge

Intent: To close the attainment gap between Pupil Premium and non-disadvantaged students, achieving at-least national average English and maths 4+ scores.

Budgeted cost: £44,178 (including the curriculum bid budget)

Activity	Challenge addressed	Targeted students	Success criteria	Evidence that supports this approach
GL baseline EMS assessments for years 7-10	1	Universal	A, B	<p>The evidence from the EEF states:</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The teaching of reading comprehension strategies appears effective across both primary (+6 months) and secondary schools (+7 months). Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback studies tend to show high effects on learning. Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science. Low attaining pupils tend to benefit more from explicit feedback than high attainers. Feedback EEF (educationendowmentfoundation.org.uk)</p>
Literacy strategy	1	Universal	A, B	
Improving the quality of feed-back and response	1	Universal	A, B	
Tilting strategy	1	Universal	A, B, D	
NET meetings (progress)	1	Targeted	A, B	
Line management meetings	1	Universal	A, B	
NTP Science school-led tutor	1	Targeted	A	
Ensure all disadvantaged students have laptops	1	Targeted	A	
Year 11 tutor group science and maths intervention	1	All Y11 students	A	
Curriculum bid budget (see table below)	1	(see table below)	A, B	
Transforming group with middle leaders	1	Universal	A, B	
Directors of Learning for KS3 and KS4	1, 3	Universal	A, B, D	
AHT – Teaching and Learning	1, 3	Universal	A, B, D	



Strand 2: Progress and challenge - Curriculum bid budget for 2022-23

This budget allows individual subjects to use PP funding to remove barriers to learning and enhance the learning experience for disadvantaged students in curriculum areas. This is targeted spending directly benefitting individual Pupil Premium students.

Curriculum bid budget: £6,870 (part of the Strand 2 budgeted cost)

Subject	Action	Targeted PP students	Estimated cost
Science	To provide revision guides to all PP science students in Year 11 and funded science educational visit places for PP science students in year 7	Year 11 and 7 PP students	£1500
Geography	To provide funded field trip places and revision guides for all PP students	All Year 10 Geography PP students (14)	£300
French	To provide passports for the French trip (trip is already fully funded by Erasmus) - 4 students £196 (£49 per passport if applied for online) Year 10 and 11: bid budget to fund a revision book - 4 students £23.96 (£5.99 per book)	All Year 10 and 11 PP French students (4)	£220
Maths	Year 7: 15 Power of 2 books @£18.50 each = 277.5. KS3: All Y7, 8 and 9 PP students to have access to Numeracy Ninjas online (85 approximately). KS4: All Y10 and 11 PP students to receive CGP revision guide and workbook (64 x 6) = 384. All Y9-11 PP students: to be provided with scientific calculators (£1249.50)	All PP students	£2000
History	Set of Y11 revision guides for every Y11 PP student	Year 11 PP students	£600
English	To provide funded theatre trip places to PP students. To all Y10 PP students with every English Literature text. To provide all Y11 PP students with an English Literature and Language revision guide.	All year 11 and Y10 PP students.	£1000
Engineering	Year 11 trip. PP students funded. 10 students	Year 11 PP students (10)	£300
Art faculty	Art materials, books, folders and loan cameras for KS4 PP Art and Photography students.	All Y10 and Y11 Art and Photography PP students	£850

Strand 2: Progress and challenge milestones		
December 2022	March 2022	July 2022
GL baseline EMS assessments have been held and grades shared with CLs	CLs have adjusted their curricula in response to baseline assessment grades	PP students make the same progress as their non-disadvantaged peers.
Literacy strategy is in place to support all students with literacy across the curriculum	Strategies are in place for students requiring additional literacy support	PP students make the same progress as their non-disadvantaged peers.
Improving the quality of feedback and response strategy is used consistently across the college	The standard of PP students work improves as a result of knowing how to improve	PP students make the same progress as their non-disadvantaged peers.
Tilting strategy is consistently applied across the college	PP students are more actively targeted for questions and contributions in their lessons	PP students make the same progress as their non-disadvantaged peers.
NET meetings (progress) are being held on a fortnightly basis (KS3, KS4 rotation)	PP students who are underperforming have interventions put in place	PP students make the same progress as their non-disadvantaged peers.
Line management meetings are held fortnightly to discuss the progress of PP students	CLs have required interventions in place for underperforming PP students	PP students make the same progress as their non-disadvantaged peers.
Science school-led tutor have a full timetable supporting PP and underperforming students	PP students who continue to underperform have additional support	PP students make the same progress as their non-disadvantaged peers.
All PP families have been contacted and offered laptops	All PP students have access to the laptops at home	PP students make the same progress as their non-disadvantaged peers.
Year 11 tutor group science and maths intervention helps to fill gaps in knowledge	Tutor groups are changing at regular intervals to meet the needs of the students	PP students make the same progress as their non-disadvantaged peers.
Curriculum bid budget (see following page) removes barriers to learning for PP students	PP students progress improves during the year	PP students make the same progress as their non-disadvantaged peers.
Transforming group implements strategies to improve teaching and learning	PP students progress has increased over the year.	PP students make the same progress as their non-disadvantaged peers.
DoLs ensure that underperforming PP students have interventions put in place via the NET meeting.	DoLs have ensuring that additional support is in place for PP students still underperforming	PP students make the same progress as their non-disadvantaged peers.
AHT Teaching and Learning ensures that Tilting and Feedback strategies are in place	AHT T+L QAs these strategies to ensure they are effectively applied in classrooms	PP students make the same progress as their non-disadvantaged peers.



Strand 3: Well-being and personal development

Intent: To raise the aspirations and ambitions of disadvantaged student through increased resilience, experience and confidence.

Budgeted cost: £95,397

Activity	Challenge addressed	Targeted students	Success criteria	Evidence that supports this approach
Group music tuition	1, 2, 4	Targeted: KS3 PP	C	<p>The evidence from the EEF states:</p> <p>Children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The evidence from the DfE states:</p> <p>Disadvantage has a big influence on pupils' life chances. As the Social Mobility and Child Poverty Commission's 2014 'State of the Nation' report highlights, pupils from disadvantaged backgrounds are: twice as likely to be not in education, employment or training (NEET) and at higher risk of ending up in poverty as adults.</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>
Breakfast club	2, 4	Universal	C	
Action Your Potential: mentoring	1, 2, 3, 4	Targeted: 60 KS4 PP	A, B, C, D	
Action Your Potential: mental health	2, 3, 4	Universal	A, B, C, D	
Supported lunch club	2, 4	Targeted	A, B, C, D	
Place2Be	2, 4	Enhanced	A, B, C, D,	
Y10 work experience	1, 2, 3, 4, 5	Universal for Year 10	C, D, E	
My Future Starts Here	5	Universal	E	
My Time	2, 4	Enhanced	C, D	
Enrichment and events, including after-school activities	1, 2, 3, 4	Targetd	A, B, C, D	



Strand 3: Well-being and personal development milestones		
December 2022	March 2022	July 2022
Group music tuition has been offered to all Y7 & Y8 PP students	PP students have opted in to, and are in receipt of, group music tuition	PP students engaging with music tuition have improved attendance
Breakfast club is in place for all students every morning	The number of students attending breakfast club has increased over the year	Attendance of PP students is in line with non-disadvantaged students
Action Your Potential has met with all targeted students and been in contact with their families.	The attendance, behaviour and progress of targeted students has improved over the year	Attendance and progress of PP students is in line with non-disadvantaged students.
Action Your Potential: mental health is delivering assemblies and information during tutor time	The attendance of PP students increases during the year	The attendance of supported students is in line with the whole school
Lunch club is running for students requiring additional support	The attendance of supported students improves over the year	The attendance of supported students is in line with non-the whole school
Place2Be is in place for students requiring additional support	The attendance of supported student improves over the year	The attendance of supported students is in line with the whole school
Y10 work experience arrangements are starting to be made y KS4 DoL	Y10 students have started making their Y10 work placement choices	Y10 students have successfully completed their work experience placements
My Future Starts Here events have started to be delivered	Events continue throughout the year	All Y11 students have all applied to KS5 employment, education and training
My Time is running support for required students	The attendance of supported student improves over the year	The attendance of supported students is in line with the whole school
Enrichment activities are being offered to PP students	PP participation in enrichment activities increases during the year	Attendance of PP students is in line with non-disadvantaged students



Activity in future years

This details how, at present, we plan to spend our pupil premium based on allocation for this year.

Strand 1: Attendance and behaviour

Intent: To improve the attendance of Pupil Premium students to at least 95% and in line with non-disadvantaged students. To reduce the number of PP student relocations, bringing this in line with non-disadvantaged students.

Activity	Challenge addressed	Targeted students	Success criteria	Evidence that supports this approach
Attendance officer	1, 2	Universal: All students benefit but PP students are prioritised	C	<p>The evidence from the EEF states:</p> <p>Children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>In their March 2022 review of PP attendance, the EEF states on page 46 that “Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches” and to “target approaches specifically to the needs of individual pupils was also found to be effective.” Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>The average impact of the parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>
Educational Welfare Officer (EWO)	1, 2	The EWO will be working with a case-load of PA students. PP students will be prioritised	C	
Action Your Potential mentoring	1, 2, 3, 4	Targeted: 60 KS4 PP students. All Year 11 PP students and selected Y10 PP.	A, B, C, D	
Net meetings (Behaviour and attendance)	1, 2, 3, 4	Universal: All students benefit but PP students are prioritised	C, D	
ESBAS/EdPsych credits	3, 4	Enhanced: For students who require additional support	D	
Breakfast club	2, 4	Universal	C, D	
AAHT – Behaviour	2, 3	Universal	C, D	
AHT – Standards	1, 3	Universal	A, B, C	
Student hub	2, 3, 4	Universal	C, D	

Strand 2: Progress and challenge

Intent: To close the attainment gap between Pupil Premium and non-disadvantaged students, achieving at-least national average English and maths 4+ scores.

Activity	Challenge addressed	Targeted students	Success criteria	Evidence that supports this approach
GL baseline EMS assessments for years 7-10	1	Universal	A, B	<p>The evidence from the EEF states:</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The teaching of reading comprehension strategies appears effective across both primary (+6 months) and secondary schools (+7 months). Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback studies tend to show high effects on learning. Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science. Low attaining pupils tend to benefit more from explicit feedback than high attainers. Feedback EEF (educationendowmentfoundation.org.uk)</p>
Literacy strategy	1	Universal	A, B	
Improving the quality of feedback and response	1	Universal	A, B	
Tilting strategy	1	Universal	A, B, D	
NET meetings (progress)	1	Targeted	A, B	
Line management meetings	1	Universal	A, B	
NTP tuition – school-led and online	1	Targeted	A, B	
Science school-led tutor	1	Targeted	A	
Ensure all disadvantaged students have laptops	1	Targeted	A	
Year 11 tutor group science and maths intervention	1	All Y11 students	A	
Curriculum bid budget	1	Targeted	A, B	
Transforming group with middle leaders	1	Universal	A, B	
Directors of Learning for KS3 and KS4	1, 3	Universal	A, B, D	
AHT – Teaching and Learning	1, 3	Universal	A, B, D	



Strand 3: Well-being and personal development

Intent: To raise the aspirations and ambitions of disadvantaged student through increased resilience, experience and confidence.

Activity	Challenge addressed	Targeted students	Success criteria	Evidence that supports this approach
Group music tuition	1, 2, 4	Targeted: KS3 PP	C	<p>The evidence from the EEF states:</p> <p>Children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The evidence from the DfE states:</p> <p>Disadvantage has a big influence on pupils' life chances. As the Social Mobility and Child Poverty Commission's 2014 'State of the Nation' report highlights, pupils from disadvantaged backgrounds are: twice as likely to be not in education, employment or training (NEET) and at higher risk of ending up in poverty as adults.</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>
Breakfast club	2, 4	Universal	C	
Action Your Potential: mentoring	1, 2, 3, 4	Targeted: 60 KS4 PP	A, B, C, D	
Action Your Potential: mental health	2, 3, 4	Universal	A, B, C, D	
Supported lunch club	2, 4	Targeted	A, B, C, D	
Place2Be	2, 4	Enhanced	A, B, C, D,	
Y10 work experience	1, 2, 3, 4, 5	Universal for Year 10	C, D, E	
My Future Starts Here	5	Universal	E	
My Time	2, 4	Enhanced	C, D	
Enrichment and events, including after-school activities	1, 2, 3, 4	Targetd	A, B, C, D	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Place2Be	Place2Be
Action Your Potential	Andrew Wright
Breakfast Club	Chartwells
My Future Starts Here	My Future Starts Here

Activity in the previous 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 (e.g., CPD, recruitment and retention)

Budgeted cost: £54,349.56

Activity	Challenge addressed	Impact																		
<p>UNIVERSAL: Continuing the universal “Quality First Teaching’ initiative, raising the standards of teaching, learning and assessment.</p> <ul style="list-style-type: none">Improving the quality of feedback across the college;Developing additional strategies for effective teaching; learning and assessment;Literacy strategyGL assessment baseline testing for years 7-10 in English, maths and science.	<p>Disadvantaged students make less progress than their non-disadvantaged peers.</p>	<p>2021-22 Year 11 exam results:</p> <table><tr><th>Group</th><th>FFT50 A8</th><th>Actual A8</th><th>Difference</th></tr><tr><td>All</td><td>42.24</td><td>42.77</td><td>+0.53</td></tr><tr><td>PP only</td><td>35.98</td><td>32.51</td><td>-3.47</td></tr><tr><td>Non-disadv.</td><td>45.87</td><td>48.33</td><td>+2.46</td></tr></table> <p>There is still a PP gap to be closed. In 2022-23 we will continue to develop these approaches, including tilting, to continue to close this gap.</p> <p>PP students attendance was below non-disadvantaged students. This is a key factor in this outcome.</p>	Group	FFT50 A8	Actual A8	Difference	All	42.24	42.77	+0.53	PP only	35.98	32.51	-3.47	Non-disadv.	45.87	48.33	+2.46		
Group	FFT50 A8	Actual A8	Difference																	
All	42.24	42.77	+0.53																	
PP only	35.98	32.51	-3.47																	
Non-disadv.	45.87	48.33	+2.46																	
<p>TARGETED: Regular Net and Line Management meetings held regularly to focus on improving outcomes for progress of key groups and individual students.</p> <ul style="list-style-type: none">Net meetings (Progress with DoLs and SENDCo);Line management meetings;Net meetings (Behaviour and attendance).	<p>The number of behavioural incidents involving disadvantaged students is in line with non-disadvantaged students.</p> <p>Disadvantage students are more likely to be involved in relocated from class due to behaviour, resulting in lost learning time..</p>	<p>2021-22 Behaviour. At Rye College the PP:non ratio is 1:2. Behavioural incident should reflect this ratio:</p> <table><tr><th>Incident type</th><th>PP</th><th>Non-PP</th></tr><tr><td>Behaviour</td><td>693</td><td>1203</td></tr><tr><td>CLT detention</td><td>60</td><td>88</td></tr><tr><td>Homework</td><td>507</td><td>683</td></tr><tr><td>Relocation</td><td>393</td><td>691</td></tr><tr><td>Solo study</td><td>66</td><td>81</td></tr></table> <p>Progress has been made with relocations. However, PP students are more likely to not complete their homework, not attend their initial detentions and end up in solo study than their non-disadvantaged peers.</p>	Incident type	PP	Non-PP	Behaviour	693	1203	CLT detention	60	88	Homework	507	683	Relocation	393	691	Solo study	66	81
Incident type	PP	Non-PP																		
Behaviour	693	1203																		
CLT detention	60	88																		
Homework	507	683																		
Relocation	393	691																		
Solo study	66	81																		

Targeted academic support (e.g., tutoring, one-to-one support structured interventions)

Budgeted cost: £90,621.44

Activity	Challenge addressed	Impact																												
<p>Strengthening resilience and improving attainment and attendance.</p> <ul style="list-style-type: none">Action your potential (Exam success mentoring and maths tutoring) TARGETED.	<p>Disadvantaged students make less progress than their non-disadvantaged peers.</p> <p>Mental health, social and emotional learning issues present barriers to learning, resulting in absence and lost learning.</p>	<p>60 students with a range of vulnerabilities and/or additional needs received AYP mentoring. 36 PP, 24 non-PP.</p> <table><tr><th>Group</th><th>FFT50 A8</th><th>Actual A8</th><th>Difference</th></tr><tr><td>PP (36)</td><td>34.92</td><td>30.61</td><td>-4.31</td></tr><tr><td>Non-PP (24)</td><td>44.23</td><td>35.65</td><td>-8.58</td></tr><tr><td>All (60)</td><td>38.64</td><td>32.63</td><td>-6.01</td></tr></table> <p>These were all children that required additional support. Whilst this group did not achieve it's FFT50, it is clear that the PP students benefitted the most from the AYP mentoring.</p> <p>As a result, AYP will work exclusively with every PP student in Y11 and some Y10 PP students in 2022-23</p>	Group	FFT50 A8	Actual A8	Difference	PP (36)	34.92	30.61	-4.31	Non-PP (24)	44.23	35.65	-8.58	All (60)	38.64	32.63	-6.01												
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<p>TARGETED: Intervention and resources for disadvantaged students to remove barriers to learning, improve outcomes and close gaps with non-disadvantaged students though a range of activities including:</p> <ul style="list-style-type: none">Provide additional small group intervention in English and maths (TARGETED);Year 11 tutor group English and maths intervention (UNIVERSAL);Bid budget and learning resources for PP and SEND students (TARGETED);ESBAS/EdPsych credits (ENHANCED);NTP remote tuition (TARGETED);Academic mentors and in-class interventions (TARGETED).	<p>Disadvantaged students' attendance and engagement increases to close the attainment gap.</p> <p>Mental health, social and emotional learning issues present barriers to learning, resulting in absence and lost learning.</p> <p>Disadvantage students are more likely to be involved in relocated from class due to behaviour, resulting in lost learning time.</p>	<p>2021-22 Year 11 exam results:</p> <table><tr><th>Group</th><th>FFT50 A8</th><th>Actual A8</th><th>Difference</th></tr><tr><td>All</td><td>42.24</td><td>42.77</td><td>+0.53</td></tr><tr><td>PP only</td><td>35.98</td><td>32.51</td><td>-3.47</td></tr><tr><td>Non-disadv.</td><td>45.87</td><td>48.33</td><td>+2.46</td></tr></table> <p>There is still a PP gap to be closed. In 2022-23 we will continue to develop these approaches, including tilting, to continue to close this gap.</p> <p>PP students attendance was below non-disadvantaged students. This is a key factor in this outcome.</p> <table><tr><th>Term</th><th>Whole School Attendance (%)</th><th>PP Attendance (%)</th></tr><tr><td>1</td><td>89.44</td><td>84.47</td></tr><tr><td>2</td><td>83.47</td><td>76.84</td></tr><tr><td>3</td><td>85.41</td><td>81.60</td></tr></table>	Group	FFT50 A8	Actual A8	Difference	All	42.24	42.77	+0.53	PP only	35.98	32.51	-3.47	Non-disadv.	45.87	48.33	+2.46	Term	Whole School Attendance (%)	PP Attendance (%)	1	89.44	84.47	2	83.47	76.84	3	85.41	81.60
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Wider strategies (e.g., related to attendance, behaviour, wellbeing)

Budgeted cost: £89,790

Activity	Challenge addressed	Impact												
<p>Strengthening resilience and improving attendance through a range of activities including:</p> <ul style="list-style-type: none"> Attendance officer (TARGETED); Breakfast club (UNIVERSAL); Action Your Potential: mental health (UNIVERSAL); SEND lunch club (TARGETED); Music Well music therapy (TARGETED) Place2Be (TARGETED); Transition support (UNIVERSAL). 	<p>Disadvantaged students have a lower average attendance than their non-disadvantaged peers, meaning they lose more learning time.</p> <p>Mental health, social and emotional learning issues present barriers to learning, resulting in absence and lost learning.</p>	<p>The approaches to managing attendance in 2022-23 did not yield the required results:</p> <table border="1"> <thead> <tr> <th>Term</th><th>Whole School Attendance (%)</th><th>PP Attendance (%)</th></tr> </thead> <tbody> <tr> <td>1</td><td>89.44</td><td>84.47</td></tr> <tr> <td>2</td><td>83.47</td><td>76.84</td></tr> <tr> <td>3</td><td>85.41</td><td>81.60</td></tr> </tbody> </table> <p>PP students are more likely to be absent than their non-disadvantaged peers.</p> <p>In 2022-23, Rye College has employed an Educational Welfare Officer to help manage persistent absentees back into school</p>	Term	Whole School Attendance (%)	PP Attendance (%)	1	89.44	84.47	2	83.47	76.84	3	85.41	81.60
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OVERALL SPEND	£182,500
What is the overall impact of the spending?	The employed approaches did not yield the expected outcome of closing the attainment gap between disadvantaged and non-disadvantaged students. COVID and it's impact on education increased the number of students who were educationally disadvantaged and limited the impact of many of these approaches.