



Pupil Premium Strategy Statement – Autumn 2018

1. Summary information			
School	Rye College	Date of most recent review	February 2019
Academic Year	2018 – 2019	Total Pupil Premium Budget	£169,285 (2018 – 2019)
Total Number of Students	605	Number of students eligible for pupil premium	202 (30%) [24 in Year 11]

2. Current attainment		
SUMMER 2018	Disadvantaged, School (National 2017)	Non-disadvantaged, National 2017
% Grade 4 or above in GCSE English and maths	43% (63%)	71%
% Grade 5 or above in GCSE English and maths	22% (42%)	49%
Progress 8 score in English element	-0.59 (0.0)	0.1
Progress 8 score in maths element	-0.41 (0.0)	0.1
Progress 8 score	-0.73 (0.0)	0.1
Attainment 8 score	33.35 (46)	49
Attendance	90.7% (--)	--

3. Barriers to future attainment (for disadvantaged students including high-attainers)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Prior attainment and progress in literacy, poor literacy skills
B.	Prior attainment and progress in numeracy, poor numeracy skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Low expectations of self and low career aspirations
D.	Low attendance rates for students and disadvantaged students
E.	Weak emotional resilience, challenging family circumstances



4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria ('Gap' is in-college difference between' disadvantaged' and 'other')
A.	<ul style="list-style-type: none"> Accelerated progress in English element Disadvantaged students secure a Grade 4+ as a minimum expectation Disadvantaged students access necessary resources to excel in the subjects they study Disadvantaged students access one-to-one tuition where appropriate 	<ul style="list-style-type: none"> Narrowing of Progress 8 Gap Increasing proportion of disadvantaged students achieving EM4+ Narrowing EM4+ Gap Increasing proportion of disadvantaged students achieving EM5+ Narrowing EM5+ Gap
B.	<ul style="list-style-type: none"> Accelerated progress in maths element Disadvantaged students secure a Grade 4+ as a minimum expectation Disadvantaged students access necessary resources to excel in the subjects they study Disadvantaged students access one-to-one tuition where appropriate 	<ul style="list-style-type: none"> Narrowing of Progress 8 Gap Increasing proportion of disadvantaged students achieving EM4+ Narrowing EM4+ Gap Increasing proportion of disadvantaged students achieving EM5+ Narrowing EM5+ Gap
C.	<ul style="list-style-type: none"> Raised aspirations through access to high-quality careers education Secured places for disadvantaged students (Year 11) in employment, education or training Prioritised for one-to-one careers advice High-quality personal statements and applications to employers, education or training places 	<ul style="list-style-type: none"> 0% NEET 100% disadvantaged students secure appropriate destination
D.	<ul style="list-style-type: none"> Improved attendance to college with rigorous pursuit of persistent absentees Appointed Attendance Officer to secure attendance in line with national average Reviewed arrangements for timings of the college day from April 2017 improves punctuality 	<ul style="list-style-type: none"> Narrowing of Attendance Gap Improving attendance of disadvantaged students
E.	<ul style="list-style-type: none"> Strengthened resilience in the academic environment 	<ul style="list-style-type: none"> Narrowing of Attendance Gap Improving attendance of disadvantaged students Reducing of incidents of absence due to 'illness'

6. Review of expenditure				
Previous Academic Year: 2017 – 2018				
i. Quality of teaching for all				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
Accelerated progress in English and Maths element	Improve the quality of feedback across the college.	Impact not seen in Year 11 2017-18 but evidence of improvement in other years. Regularity and frequency of feedback improving as seen in lesson observation and quality assurance.	Activity will continue in 2018-19. Increased capacity at SLT level will facilitate more CPLD focused on 'quality-first' teaching and learning.	£5000
Disadvantaged students secure a Grade 4+ as a minimum expectation	Improve the ' universal offer ' to support all colleagues with additional strategies for effective teaching, learning and assessment to support all students including those with special educational needs or disabilities.	Impact not seen in year 11 2017-18 but evidence of improvement in other years. Teaching assistant support mainly targeted at students with additional needs plans or EHC Plans. EHCP P8 -0.66. K P8 -0.92	Activity will continue in 2018-19. Increased capacity at SLT level will facilitate more CPLD focused on quality first teaching and learning. Further up skilling of teaching assistants in specialist areas and in supporting other learners in the classroom required.	£35,775
Disadvantaged students access necessary resources to excel in the subjects they study	Access a 'bid budget' held by Quality Leader: Pupil Premium to source appropriate learning materials for disadvantaged students.	Curriculum resources renewed in Mathematics, French and Science. Some support for resources in other aspects of the curriculum.	Approach needs refinement to ensure new resources support students in receipt of pupil premium. Whilst these purchases support such students, future iterations will be to identify more specific resource barriers to learning in this students group.	£13,660
Disadvantaged students access one-to-one tuition where appropriate	Provide additional one-to one tuition in core subjects for suitable disadvantaged students.	Measureable impact in Year 11. All 8 high ability disadvantaged students who engaged with tutoring achieved 5+ E&M passes. 16 of 21 (76%) achieved 4+ E&M passes versus 78% success rate in non-disadvantaged.	Due to high cost of this strategy, this will not continue in its current form for 2018-19 – one-to-one tuition will need remodelling to deliver increased cost efficiency in relation to outcomes.	£49,000
TOTAL BUDGETED COST				£109,000
TOTAL ACTUAL COST				£108,435
ii. Targeted support				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
Strengthened resilience in the academic environment	Support from a dedicated counselling service and music therapy to address social, emotional and mental needs.	2017-18: All 92:41% Disadvantaged 90.74% 2016-17: All:92.62% Disadvantaged 90.57%	Review service to increase focus from one-to-one and small group provision to whole-school mental health strategy. Increase access to a range of therapists to diversify service. Consider range of providers with access to broader range of support and advice.	£22,700



<p>Raised aspirations through access to high-quality careers education</p> <p>High-quality personal statements and applications to employers, education or training places</p> <p>Prioritised for one-to-one careers advice</p> <p>Secured places for disadvantaged students (Year 11) in employment, education or training</p>	<p>Access to high-quality careers, information, advice and guidance.</p> <p>Access to dedicated Director of Life Education to facilitate bespoke interviews and track and facilitate application support.</p>	0% NEET	<p>This will continue in 2018-19. Whilst the college achieves 0% NEE T on destinations to college and further education, employment or training greater regard in the programme needs to be given to raising aspirations of students e.g. proportion of students moving onto A-levels.</p>	£21,000
TOTAL BUDGETED COST				£44,000
TOTAL ACTUAL COST				£43,700
iii. Other approaches				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
<p>Improved attendance to college with rigorous pursuit of persistent absentees</p> <p>Appointed Attendance Officer to secure attendance in line with national average</p>	<p>Use Attendance Officer to directly support students in securing high attendance.</p>		<p>Attendance is rising; a rigorous and consistent rising of expectations has made a significant difference. Greater focus needs to be placed on persistent absenteeism and our engagement with hard to reach families. Greater consistency between Rye schools to support the transition of heard to reach families.</p>	£10,000
<p>Reviewed arrangements for timings of the college day from April 2018 improves punctuality</p>	<p>Undertake consultation to better align timings of the college day with local transport to deliver a 'hard start' and maximise learning time.</p>	<p>This has been completed. Regional changes to train times meant that changes to the times of the school day were not necessary however the college has moved to a five period day and changes the length of break and lunch vastly improving supervision and reducing the number of recorded behavioural incidents. The new model supports students more effectively at unstructured times of the day.</p>	<p>Continue to keep supervision and timings of the school day under review in order to maximize the impact of supervision arrangements and support for students at unstructured times of the day.</p>	£0
<p>Remove barriers in the curriculum that cause inequality of experience</p>	<p>Access to a hardship fund to support students with financial need in accessing the curriculum or extra-curricular activities.</p>	<p>Hardship fund has supported a range of students particularly in respect of educational trips and visits, uniform and some transport.</p>	<p>The college has made further arrangements to support students and their families who experience hardship and financial barriers to education. The Foundation Governors Funs supports this area reducing the pressures on the Pupil Premium cost centre.</p>	£5000
<p>Improve strategic planning and resulting impact for Pupil Premium</p>	<p>Pupil Premium Review (emerging from Ofsted Inspection, May 2018)</p>		<p>This work has begun; as a result of the initial review the college will be joining the two year "Success for All" Programme aimed at improving provision for students in receipt of the Pupil Premium.</p>	£2000
TOTAL BUDGETED COST				£17,000
TOTAL ACTUAL COST				£17,000

5. Planned expenditure

Academic Year: 2018 – 2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>1) Accelerated progress in English and Maths element</p> <p>2) Disadvantaged students secure a Grade 4+ as a minimum expectation</p> <p>Measured by:</p> <p>Narrowing of the Progress 8 gap between disadvantaged and non-disadvantaged students</p>	<p>Improve the quality of feedback across the college</p>	<p>SUTTON: “Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.” https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback</p>	<p>Assistant Headteacher: Teaching and Learning (JMA) leads ‘quality-first’ initiative.</p>
<p>Accelerated progress in English and Maths element.</p> <p>Disadvantaged students secure a Grade 4+ as a minimum expectation.</p> <p>Narrowing of the Progress 8 gap between disadvantaged and non-disadvantaged students.</p>	<p>Improve the ‘universal offer’ to support all colleagues with additional strategies for effective teaching, learning and assessment.</p>	<p>OFSTED Case Study: “Effective teaching and learning – all staff recognise and accept that the vast majority of pupils’ progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly.” https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>Assistant Headteacher: Teaching and Learning (JMA) leads ‘quality-first’ initiative.</p>
<p>Disadvantaged students access necessary resources to excel in the subjects they study.</p> <p>Disadvantaged students secure a Grade 4+ as a minimum expectation.</p> <p>Narrowing of the Progress 8 gap between disadvantaged and non-disadvantaged students.</p>	<p>Access a ‘bid budget’ held by Quality Leader: Pupil Premium to source appropriate learning materials for disadvantaged students.</p>	<p>Limited budgets have placed additional restrictions on cost-centre spending in the current academic year. Faculty training has highlighted areas of concern with regard to resourcing that might impact negatively on the quality of materials accessed by disadvantaged students.</p> <p>OFSTED Case Study: “Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.” https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>Assistant Headteacher: Standards and Assessment (SRI) to monitor requests from Heads of Faculty.</p>

<p>Narrowing of Progress 8 Gap Increasing proportion of disadvantaged students achieving EM4+ Narrowing EM4+ Gap Increasing proportion of disadvantaged students achieving EM5+ Narrowing EM5+ Gap</p>	<p>Laser Sharp meetings held every week to focus on improving outcomes for progress of key groups and individual students. The meetings will implement actions and monitor the impact of these actions to secure these improved outcomes are achieved.</p>	<p>“Leaders in schools that were more successful in raising the attainment of disadvantaged pupils emphasised that there was no single intervention that had led to success. Rather, more successful schools appeared to be implementing their strategies in greater depth and with more attention to detail... (and) make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.”</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>Assistant Headteacher for Standards and Assessment (SRI) to chair weekly meetings involving various colleagues dependent upon which key group or subject(s) is the focus of a meeting.</p>
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BUDGETED COST	£70,775
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ii. Targeted support

Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>Strengthened resilience in the academic environment demonstrated by: Narrowing of Attendance Gap Improving attendance of disadvantaged students Reducing of incidents of absence due to ‘illness’</p>	<p>Place2Be</p>	<p>SUTTON: “Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average).”</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning</p>	<p>Led by: Deputy Headteacher: Welfare</p>
<p>Strengthened resilience in the academic environment demonstrated by: Narrowing of Attendance Gap Improving attendance of disadvantaged students Reducing of incidents of absence due to ‘illness’</p>	<p>Music support</p>	<p>Support from a dedicated music therapy service to address social, emotional and mental needs.</p> <p>SUTTON: “Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average).”</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning</p>	<p>Led by: Deputy Headteacher: Welfare</p>

<p>Disadvantaged students access one-to-one and small group tuition where appropriate</p>	<p>Provide additional targeted tuition or small group tuition in maths for suitable disadvantaged students.</p>	<p>Invest significantly in adding capacity and expertise to support individual students. SUTTON: "Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers." https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition</p>	<p>Led by: Assistant Headteacher: Standards and Assessment</p>
<p>Disadvantaged students access e-learning to further develop and stretch their understanding</p>	<p>SAM Learning online learning platform Providing wave 1, 2 and 3 interventions and support to students of all abilities Small group interventions for not secondary school ready students and</p>	<p>A ten-year series of impact studies by FFT (Fischer Family Trust) shows real impact on progress, especially at GCSE by students with 10 task hours use of e-learning. Students with the lowest prior attainment, including disadvantaged students, improve nearly double the average. https://www.samlearning.com/proven-impact/</p>	<p>Led by: Assistant Headteacher: Standards and Assessment</p>

BUDGETED COST **£43789.10**

iii. Other approaches

Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>Raised aspirations through access to high-quality careers education. Secured places for disadvantaged students (Year 11) in employment, education or training. Prioritised for one-to-one careers advice. High-quality personal statements and applications to employers, education or training places. 0% NEET</p>	<p>Access to high-quality careers, information, advice and guidance.</p>	<p>Access to dedicated Director of Life Education to facilitate bespoke interviews and track and facilitate application support. OFSTED Case Study: "Strong careers information, advice and guidance – careers education, information and advice is very strong. Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. These pupils are provided with the best work experience placements. Pupils also receive a wide range of preparation activities for future life: work-related learning activities, access to vocational courses, one-to-one interviews, mock interviews, work experience fairs, careers fairs, post-16 information sessions and outside career events. This ensures that disadvantaged pupils can make informed decisions about their courses and choices and be very well prepared for their future lives beyond 16." https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>Led by : Director of Life Education</p>



100% disadvantaged students secure appropriate destination			
Improving attendance of disadvantaged students Reducing of incidents of absence due to 'illness'	Use Attendance Officer to directly support students in securing high attendance.	Regular contact with student homes to encourage return to college and reduce future absences. High absence correlates to reduced progress. OFSTED Case Study: "Good attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need." https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	Led by: Deputy Headteacher: Welfare
Improving use of pupil premium funding and impact analysis.	Regular review of provision through AFA's "Achieving Schools" Programme.	Before [Achieving Schools], some staff thought that perhaps some children couldn't achieve. By the end of the two-year programme, the attitudes of staff were changing as they began to work with parents and children. Now, the view is that every child is going to achieve" The impact of Achieving Schools is apparent. An independent assessment from Pricewaterhouse Coopers found that 97% of school leaders reported a positive impact on the development of teaching and learning; Participation and attendance increased from 5.29 out of 10 to 8.62 out of 10; 75% of children and young people reported an increase in confidence in their own ability to achieve; 100% of schools found that Achieving Schools represented real value for money. https://afaeducation.org/core-programmes/achieving-schools/achieving-schools	Led by: Head of School
Remove or minimise financial barriers to learning	Provision of a hardship fund.		Led by: Resources Manager
BUDGETED COST			£42,400
TOTAL BUDGETED COST			£165,964.10

7. Additional detail

Data comparisons will be made between:

- Inspection Data Summary Report 2017 and Inspection Data Summary Report 2018
- Inspection Data Summary Report 2018 and Inspection Data Summary Report 2019

Disadvantaged Students' Progress Percentile Rankings (from Inspection Data Summary Report 2018 compared to Inspection Data Summary Report 2017):

- Overall Progress: Q4 (static from Q4)
- English element: Q4 (static from Q4)
- Maths element: Q3 (improved from Q4)
- Open element: Q5 (decreased from Q2)
- EBacc element: Q4 (static from Q4)
- Science VA: Q4 (decrease from Q3)
- Language VA: NA
- Humanities VA: Q2 (improved from Q4)

Q = Progress quintiles where Q5 is bottom 20% and Q1 is top 20% based on rank of progress score when compared to other schools nationally.



8. Agreed 'Quality First Teaching' tactics focused on improving teaching, learning and assessment for disadvantaged students

The following tactics have been agreed within our 'Quality First Teaching' provision to promote effective teaching of our disadvantaged cohort:

1. **Identification** ('know the students') – use ClassCharts or annotated seating plan to target seating/grouping/teaching on disadvantaged students.
2. **Directed questioning** – use ClassCharts or annotated seating plan to ensure disadvantaged students get questioned regularly with the most pertinent questions and question types.
3. **'No opt-out strategy'** – don't allow any student to simply say 'I don't know'. Give them wait time, let them look over their notes or consult a 'buddy' before attempting an answer. Circle back to them to ensure they have understood with a follow-up tactic.
4. **Settling and checking** – provide all students with adequate time to complete work in lessons. Whilst they are doing so use ClassCharts or an annotated seating plan to visit disadvantaged students frequently ensuring they are settled, focused and responding to instructions.
5. **Priority feedback** – mark the disadvantaged students' exercise books first. This shouldn't be about variations in quality of feedback but maximising the timeliness and student response to feedback. The most important thing about feedback is that students do something with it, ideally acting on feedback to improve their work and consolidate or extend their understanding.