



# Pupil Premium Strategy Statement – Autumn 2019

1. Summary information			
School	Rye College	Date of most recent review	September 2019
Academic Year	2019 – 2020	Total Pupil Premium Budget	£186,065 (2019 – 2020)
Total Number of Students	5553	Number of students eligible for pupil premium	Funded 199 (34.1%)

2. Current attainment		
SUMMER 2019	Disadvantaged, School (National 2019)	Non-disadvantaged (National 2019)
% Grade 4 or above in GCSE English and maths	45% (--%)	61% (--%)
% Grade 5 or above in GCSE English and maths	24% (--%)	44% (--%)
Progress 8 score in English element	+0.16 (--)	+0.17 (--)
Progress 8 score in maths element	+0.04 (--)	+0.22 (--)
Progress 8 score	+0.02 (--)	+0.05 (--)
Attainment 8 score	39.94 (--)	43.18 (--)
Attendance	90.56% (--)	93.12% (--)

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



## 5. Planned expenditure

**Academic Year: 2019 – 2020**

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.” <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback</a></p>	<p>Assistant Headteacher: Teaching and Learning (JMA) leads ‘quality-first’ initiative</p> <p>Assistant Headteacher: STEM (SPO) leads Maths and Science element.</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.” <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p>	<p>Assistant Headteacher: Teaching and Learning (JMA) leads ‘quality-first’ initiative.</p> <p>Assistant Headteacher: STEM (SPO) leads Maths and Science element.</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.” <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></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>Net, Laser Sharp and Steering meetings held regularly 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.” <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></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. <b>Pupil Premium champion (SRI)</b></p>
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**BUDGETED COST**

**£54,300**

**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).” <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning</a></p>	<p><b>Deputy Headteacher</b>  Place2Be Counsellor</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>Transition support for students joining Rye College from feeder Primaries.</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).” <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning</a></p>	<p><b>Director of KS3</b></p>
<p>Strengthened resilience in the academic environment demonstrated by: Narrowing of Attendance Gap Improving attendance of</p>	<p>Music support</p>	<p>Support from a dedicated music therapy service to address social, emotional and mental needs. 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</p>	<p>Led by: Deputy Headteacher</p>



<p>disadvantaged students Reducing of incidents of absence due to 'illness'</p>		<p>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)." <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning</a></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>Action Your Potential</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)." <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>Led by Assistant Headteacher: Standards and Assessment (SRI)</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. <b>SUTTON:</b> "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." <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>Led by: Assistant Headteacher: Standards and Assessment  CMO small group Friday withdrawal</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</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. <a href="https://www.samlearning.com/proven-impact/">https://www.samlearning.com/proven-impact/</a></p>	<p>Led by: Assistant Headteacher: Standards and Assessment</p>
<p><b>BUDGETED COST</b></p>			<p><b>£67,500</b></p>



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.</p> <p>Secured places for disadvantaged students (Year 11) in employment, education or training.</p> <p>Prioritised for one-to-one careers advice.</p> <p>High-quality personal statements and applications to employers, education or training places.</p> <p>0% NEET</p> <p>100% disadvantaged students secure appropriate destination</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> <p>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."</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p>	<p>Director of KS4</p>
<p>Improving attendance of disadvantaged students</p> <p>Reducing of incidents of absence due to 'illness'</p>	<p>Use Attendance Officer to directly support students in securing high attendance.</p>	<p>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."</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p>	<p>Led by: Deputy Headteacher: Welfare</p> <p>Attendance Officer</p>
<p>Improving use of pupil premium funding and impact analysis.</p>	<p>Regular review of provision through AFA's "Achieving Schools" Programme.</p>	<p>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"</p> <p>The impact of Achieving Schools is apparent. An independent assessment from PricewaterhouseCoopers 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.</p> <p><a href="https://afaeducation.org/core-programmes/achieving-schools/achieving-schools">https://afaeducation.org/core-programmes/achieving-schools/achieving-schools</a></p>	<p>Led by: Assistant Headteacher: Standards and Assessment</p>
<p>Strengthened resilience in the academic environment demonstrated by:</p> <p>Narrowing of Attendance Gap</p> <p>Improving attendance of disadvantaged students</p> <p>Reducing of incidents of absence due to 'illness'</p>	<p>Inside Out</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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning</a></p>	<p>Led by: Deputy Headteacher: Welfare</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>New PCs and furniture to turn part of the new library into an area to support students accessing homework and online resources for their learning.</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." <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>Led by: Assistant Headteacher: Standards and Assessment</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>Breakfast club</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)." <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>Led by: Assistant Headteacher: Standards and Assessment</p>
<p><b>BUDGETED COST</b></p>			<p><b>£64,200</b></p>
<p><b>TOTAL BUDGETED COST</b></p>			<p><b>£167,700</b></p>



## 6. Review of expenditure

Previous Academic Year: 2018 – 2019

### 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 <b>feedback</b> 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 2019-20. 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 ' <b>universal offer</b> ' 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 seen in year 11 2018-19 but there is scope for further improvement. 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 2019-20. Increased capacity at middle leader and 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 <b>appropriate learning materials</b> for disadvantaged students.	Progress has improved compared to 2017-18 but there is still a gap between disadvantaged and non-disadvantaged students. PP P8= -0.07. Y11 P8 = -0.05	Activity will continue in 2019-20. Approach needs continued development 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 and increase capacity to support them.	£30,000
Narrowing of Progress 8 Gap Increasing proportion of disadvantaged students achieving EM4+ and 5+.	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.	Increasing in both EM4+ and 5+ measures whole school and PP students. 2017-8%: PP (All) EM4+: 43% (49%) EM5+: 22% (27%) 2018-19%: PP (All) EM4+: 45% (57%) EM5+: 24% (38%)	Activity will continue in 2019-20. The approach had an impact in raising the headline English and Maths Threshold measures at 4+ and 5+ but the disadvantaged students did not benefit as much as their non-disadvantaged peers. This year Laser Sharp will tilt its focus more towards the progress of PP students.	£0
<b>TOTAL BUDGETED COST</b>				<b>£70,775</b>
<b>TOTAL ACTUAL COST</b>				<b>£70,775</b>
<b>ii. Targeted support</b>				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
Strengthened resilience in the academic environment	Support from a <b>dedicated counselling service</b> and music therapy to address social, emotional and mental needs.	2018-19 attendance: All: 93.33%, Disadvantaged: 91.75% 2017-18 attendance: All: 92:41%, Disadvantaged: 90.74%	Review service to increase capacity and 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.	£30,000





Disadvantaged students access one-to-one and small group tuition where appropriate	Provide additional targeted tuition or small group tuition in maths for suitable disadvantaged students.	Maths P8: PP (all) 2017-18: -0.42 (-0.40) 2018-19: -0.07 (+0.07)	There were a variety of approaches taken in 2018-19. The most effective strategy was the small group withdrawal. This approach will continue in 2019-20. Other strategies were less effective, possibly due to their implementation.	£11,289.10
Disadvantaged students access e-learning to further develop and stretch their understanding	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.	This has had some impact in tutor time maths interventions for year 7 but its reach has been limited.	Due to a variety of changes in curriculum and staffing, SAM Learning is not been as fully integrated as it might have been. This has limited its impact. This approach is under review for 2019-20.	£2500
<b>TOTAL BUDGETED COST</b>				<b>£44,000</b>
<b>TOTAL ACTUAL COST</b>				<b>£43,789</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action or approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Raised aspirations through access to high-quality careers education High-quality personal statements and applications to employers, education or training places Prioritised for one-to-one careers advice Secured places for disadvantaged students (Year 11) in employment, education or training	Access to <b>high-quality careers, information, advice and guidance.</b>  Access to dedicated <b>Director of Life Education</b> to facilitate bespoke interviews and track and facilitate application support.	{0% tbc} NEET	This will continue in 2019-20.  Whilst the college achieves {0%} NEET 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.	£25,000
Improved attendance to college with rigorous pursuit of persistent absentees  Appointed Attendance Officer to secure attendance in line with national average	Use <b>Attendance Officer</b> to directly support students in securing high attendance.	2018-19 attendance: All: 93.33%, Disadvantaged: 91.75% 2017-18 attendance: All: 92.41%, Disadvantaged: 90.74%	This will continue in 2019-20.  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.	£10,000
Improving use of pupil premium funding and impact analysis.	Regular review of provision through AFA's "Achieving Schools" Programme.	Students on the programme make increased progress in English and maths during their two years on it.	This will continue in 2019-20.  Students are less than one year into their time on the programme. There will be three more mentor meetings this academic year,	£6,400
Remove barriers in the curriculum that cause inequality of experience	Access to a hardship fund to support students with financial need in accessing the curriculum or extra-curricular activities.	Hardship fund has supported a range of students particularly in respect of educational trips and visits, uniform and some transport.	The college has made further arrangements to support students and their families who experience hardship and financial barriers to education. The Foundation Governors Funds supports this area reducing the pressures on the Pupil Premium cost centre.	£10,000
<b>TOTAL BUDGETED COST</b>				<b>£51,400</b>
<b>TOTAL ACTUAL COST</b>				<b>£51,400</b>



## 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.