



Pupil Premium Strategy Statement

From September 2020

School overview

Metric	Data
School name	Rye College
Pupils in school	558
Proportion of disadvantaged pupils	33.69%
Pupil premium allocation this academic year	£179,540
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	January 2021
Pupil Premium Lead	Steve Rickard

Disadvantaged pupil performance overview (2019)

Measure	Score
Progress 8	-0.17
Ebacc entry	0%
Attainment 8	39.94
Percentage of Grade 5+ in English and maths	24%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Narrowing the Progress 8 Gap to non-disadvantaged peers, while maintaining our above-national average performance	September 2021
Attainment 8	Narrowing the Attainment 8 Gap to non-disadvantaged peers while maintaining our above-national average performance	September 2021
Percentage of Grade 5+ in English and maths	Achieve national average English and maths 5+ scores for similar schools	September 2021
Other	Improve attendance to 95%	September 2021
Ebacc entry	Increase percentage Ebacc entry for 2022 cohort	September 2021



Teaching priorities for current academic year

Measure	Activity
Raise the standard of teaching, leaning and assessment	Continuing the "Quality First Teaching" initiative: <ul style="list-style-type: none"> • Quality of feedback across the college; • Developing additional strategies for effective teaching; learning and assessment; Literacy strategy.
Improve outcomes and progress of key groups	Net and Laser Sharp meetings held regularly to focus on key groups and individual students. <ul style="list-style-type: none"> • Net meetings (Progress); • Laser Sharp meetings; Net meetings (Behaviour and attendance).
Barriers to learning these priorities address	PP student progress increased from 2019 (P8=-0.17) to 20 (P8=+0.27). However, the PP gap also increased, from -0.17 in 2019 to -0.30 in 2020. Disadvantaged students do not make enough progress, especially in English, owing to low starting points in literacy and lack of engagement with learning, response to feedback and wide reading.
Projected spending	£45,000

Targeted academic support for current academic year

Measure	Activity
Strengthening resilience and improving attendance	Through a range of activities including: <ul style="list-style-type: none"> • Action Your Potential (mental health focus); • Place2Be; • Transition support; Music support.
Improve outcomes and close gaps.	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: <ul style="list-style-type: none"> • Provide additional targeted small group tuition in maths; • Year 11 tutor group English, maths and science intervention; • SAM Learning (this strategy will be in place until the spring, to be replaced with a whole-school strategy involving Microsoft Teams); • Bid budget for subjects to purchase learning resources for PP students; Action your potential (Exam success).
Barriers to learning these priorities address	In 2019-20 there were a total of 5852 recorded incidents of negative behaviour. Nearly half of these incidents (49.1%, 2872) involved PP students. This is disproportionately high as PP students make up only 34.1% of the student population and results in lost learning.
Projected spending	£77,500



Wider strategies for current academic year

Measure	Activity
Increase and attendance and engagement	Strengthening resilience and improving attendance through a range of activities including: <ul style="list-style-type: none"> • Inside Out behaviour initiative; • Attendance officer; • Breakfast club; Action Your Potential (mental health).
Raise aspirations	Raising aspirations through a high-quality CEIAG program, ensuring that there are 0% NEETs in Year 11 2020-21.
Barriers to learning these priorities address	In 2019-20, PP students' average attendance (86.06%) was 7.85% lower than non-PP students' average attendance (93.90%). Low attendance and engagement lead to lack of access to the curriculum and reduced progress.
Projected spending	£60,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring training is delivered and implemented consistently across the school	Full program of CPD time in the school calendar, forming part of directed time.
Targeted support	Engagement of key students and families with initiatives	Additional capacity is being provided via 'Action Your Potential' to engage with families.

Review: last year's aims and outcomes

Aim	Outcome
Narrowing of the Progress 8 gap between disadvantaged and non-disadvantaged students	Not achieved. Disadvantaged students made more progress in 2020 than 2019 but the gap between disadvantaged and non-disadvantaged students widened. 2020 P8 gap: (-0.30): <ul style="list-style-type: none"> • Disadvantaged: +0.27 • Non-disadvantaged: +0.57 2019 P8 gap: -0.17 <ul style="list-style-type: none"> • Disadvantaged: 0.00 • Non-disadvantaged: (-0.17)
Increasing proportion of disadvantaged students achieving EM4+	Achieved. Disadvantaged EM4+ comparison: <ul style="list-style-type: none"> • 2020: 58% 2019: 45%
Improving attendance of disadvantaged students	Not achieved. Impact of COVID-19 had a significant impact on attendance. Rye College disadvantaged attendance (non-disadvantaged in brackets): <ul style="list-style-type: none"> • 2019-20: 86.05% (93.90%) • 2018-19: 90.56% (93.12%)

Reviewed: December 2020