



# 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
<b>Raise the standard of teaching, leaning and assessment</b>	Continuing the “Quality First Teaching’ initiative: <ul style="list-style-type: none"> <li>• Quality of feedback across the college;</li> <li>• Developing additional strategies for effective teaching; learning and assessment;</li> </ul> Literacy strategy.
<b>Improve outcomes and progress of key groups</b>	Net and Laser Sharp meetings held regularly to focus on key groups and individual students. <ul style="list-style-type: none"> <li>• Net meetings (Progress);</li> <li>• Laser Sharp meetings;</li> </ul> Net meetings (Behaviour and attendance).
<b>Barriers to learning these priorities address</b>	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.
<b>Projected spending</b>	<b>£45,000</b>

## Targeted academic support for current academic year

Measure	Activity
<b>Strengthening resilience and improving attendance</b>	Through a range of activities including: <ul style="list-style-type: none"> <li>• Action Your Potential (mental health focus);</li> <li>• Place2Be;</li> <li>• Transition support;</li> </ul> Music support.
<b>Improve outcomes and close gaps.</b>	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"> <li>• Provide additional targeted small group tuition in maths;</li> <li>• Year 11 tutor group English, maths and science intervention;</li> <li>• SAM Learning (this strategy will be in place until the spring, to be replaced with a whole-school strategy involving Microsoft Teams);</li> <li>• Bid budget for subjects to purchase learning resources for PP students;</li> </ul> Action your potential (Exam success).
<b>Barriers to learning these priorities address</b>	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.
<b>Projected spending</b>	<b>£77,500</b>



## Wider strategies for current academic year

Measure	Activity
<b>Increase and attendance and engagement</b>	Strengthening resilience and improving attendance through a range of activities including: <ul style="list-style-type: none"> <li>• Inside Out behaviour initiative;</li> <li>• Attendance officer;</li> <li>• Breakfast club;</li> </ul> Action Your Potential (mental health).
<b>Raise aspirations</b>	Raising aspirations through a high-quality CEIAG program, ensuring that there are 0% NEETs in Year 11 2020-21.
<b>Barriers to learning these priorities address</b>	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.
<b>Projected spending</b>	<b>£60,000</b>

## Monitoring and implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	Ensuring training is delivered and implemented consistently across the school	Full program of CPD time in the school calendar, forming part of directed time.
<b>Targeted support</b>	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
<b>Narrowing of the Progress 8 gap between disadvantaged and non-disadvantaged students</b>	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"> <li>• Disadvantaged: +0.27</li> <li>• Non-disadvantaged: +0.57</li> </ul> 2019 P8 gap: -0.17 <ul style="list-style-type: none"> <li>• Disadvantaged: 0.00</li> <li>• Non-disadvantaged: (-0.17)</li> </ul>
<b>Increasing proportion of disadvantaged students achieving EM4+</b>	Achieved. Disadvantaged EM4+ comparison: <ul style="list-style-type: none"> <li>• 2020: 58%</li> </ul> 2019: 45%
<b>Improving attendance of disadvantaged students</b>	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"> <li>• 2019-20: 86.05% (93.90%)</li> <li>• 2018-19: 90.56% (93.12%)</li> </ul>

Reviewed: December 2020