



# Pupil Premium Strategy Statement

## From September 2021 [Updated]

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

<b>School name</b>	Rye College
<b>Number of pupils in school</b>	565
<b>Proportion (%) of pupil premium eligible pupils</b>	32.2
<b>Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)</b>	3
<b>Date this statement was published</b>	September 2021
<b>Date on which it will be reviewed</b>	January 2022
<b>Statement authorised by</b>	Mr. D. Downes
<b>Pupil premium lead</b>	Mr. S. Rickard
<b>AAC lead</b>	Mr. B. Blakelock

## Funding Overview

<b>Pupil premium funding allocation this academic year</b>	£169,990
<b>Recovery premium funding allocation this academic year</b>	£26,245
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	£0
<b>Recovery premium funding carried forward from previous years (enter £0 if not applicable)</b>	£37,526
<b>Total budget for this academic year</b>	£234,761



## Part A: Pupil premium strategy plan

### Statement of intent

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 22
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 22
To increase the Grade 4+ Threshold measure in English and maths	Achieve at least average English and maths 4+ scores for similar schools	September 22
To improve attendance of disadvantage students	Improve attendance to 95%	September 22
To increase the number of disadvantaged students qualifying for Ebacc	Increase percentage Ebacc entry for 2022 cohort	September 22
To ensure successful transition to KS5 for disadvantaged students	0% NEET. Increase in level 3 courses in 2022	September 22

### 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 they lose more 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
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 2022 public exam results.
Achieve at-least average English and maths 4+ scores for similar schools	Disadvantaged students achieve at least nation average performance in the English and maths 4+ Threshold measure in the 2022 series of results.
Improve attendance to 95%	Whole school attendance, and that of disadvantaged students, is at least 95% at the end of the 2021-22 academic year
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.
0% NEET. Increase in disadvantaged students taking level 3 courses in 2022.	0% NEET. Increase in disadvantaged students taking level 3 courses in 2022.



## Activity in this 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	Evidence that supports this approach	Challenge addressed
<p>UNIVERSAL: Continuing the universal ‘Quality First Teaching’ initiative, raising the standards of teaching, learning and assessment.</p> <ul style="list-style-type: none"> <li>Improving the quality of feedback across the college;</li> <li>Developing additional strategies for effective teaching; learning and assessment;</li> <li>Literacy strategy</li> <li>GL assessment baseline testing for years 7-10 in English, maths and science.</li> </ul>	<p>The evidence from the EEF states:</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p>More studies have been conducted with primary age pupils, but the teaching of reading comprehension strategies appears effective across in secondary schools (+7 months).</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Disadvantaged students make less progress than their non-disadvantaged peers.</p>
<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"> <li>Net meetings (Progress with DoLs and SENDCo);</li> <li>Line management meetings;</li> <li>Net meetings (Behaviour and attendance).</li> </ul>	<p>The evidence from the EEF states:</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<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>



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

Budgeted cost: £90,621.44

Activity	Evidence that supports this approach	Challenge addressed
<p>Strengthening resilience and improving attainment and attendance.</p> <ul style="list-style-type: none"> <li>Action your potential (Exam success mentoring and maths tutoring) TARGETED.</li> </ul>	<p>The evidence from the EEF states:</p> <p>Evidence suggests that 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><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<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>TARGETED: Intervention and resources for disadvantaged students to remove barriers to learning, improve outcomes and close gaps with non-disadvantaged students through a range of activities including:</p> <ul style="list-style-type: none"> <li>Provide additional small group intervention in English and maths (TARGETED);</li> <li>Year 11 tutor group English and maths intervention (UNIVERSAL);</li> <li>Bid budget and learning resources for PP and SEND students (TARGETED);</li> <li>ESBAS/EdPsych credits (ENHANCED);</li> <li>NTP remote tuition (TARGETED);</li> <li>Academic mentors and in-class interventions (TARGETED).</li> </ul>	<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.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></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.</p> <p><a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence suggests that 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><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<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>



## Wider strategies (e.g., related to attendance, behaviour, wellbeing)

Budgeted cost: £89,790

Activity	Evidence that supports this approach	Challenge addressed
<p>Strengthening resilience and improving attendance through a range of activities including:</p> <ul style="list-style-type: none"> <li>• Attendance officer (TARGETED);</li> <li>• Breakfast club (UNIVERSAL);</li> <li>• Action Your Potential: mental health (UNIVERSAL);</li> <li>• SEND lunch club (TARGETED);</li> <li>• Music Well music therapy (TARGETED)</li> <li>• Place2Be (TARGETED);</li> <li>• Transition support (UNIVERSAL).</li> </ul>	<p>The evidence from the EEF states:</p> <p>Evidence suggests that 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><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<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>Raising aspirations through a high-quality CEIAG programme, ensuring that there are 0% NEETs in Year 11 2020-21.</p> <ul style="list-style-type: none"> <li>• Work experience for Year 10 (UNIVERSAL)</li> <li>• My Future Starts Here (UNIVERSAL);</li> <li>• My Time (TARGETED).</li> </ul>	<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><a href="https://publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a></p>	<p>Ensure our students are successfully transition to further education, resulting in 0% NEET</p>

**Total budgeted cost: £234,761**



## Activity in future years

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

### Teaching

Year	Activity	Spend
Year 2: UNIVERSAL: Continuing the universal "Quality First Teaching" initiative, raising the standards of teaching, learning and assessment.	<ul style="list-style-type: none"> <li>Improving the quality of feedback across the college;</li> <li>Developing additional strategies for effective teaching; learning and assessment;</li> <li>Literacy strategy;</li> <li>GL assessment baseline testing for years 7-10 in English, maths and science.</li> </ul>	£54,349.56
TARGETED: Regular Net and Line Management meetings held regularly to focus on improving outcomes for progress of key groups and individual students	<ul style="list-style-type: none"> <li>Net meetings (Progress with DoLs and SENDCo);</li> <li>Line management meetings;</li> <li>Net meetings (Behaviour and attendance).</li> </ul>	
Year 3: UNIVERSAL: Continuing the universal "Quality First Teaching" initiative, raising the standards of teaching, learning and assessment.	<ul style="list-style-type: none"> <li>Improving the quality of feedback across the college;</li> <li>Developing additional strategies for effective teaching; learning and assessment;</li> <li>Literacy strategy;</li> <li>GL assessment baseline testing for years 7-10 in English, maths and science.</li> </ul>	£54,349.56
TARGETED: Regular Net and Line Management meetings held regularly to focus on improving outcomes for progress of key groups and individual students	<ul style="list-style-type: none"> <li>Net meetings (Progress with DoLs and SENDCo);</li> <li>Line management meetings;</li> <li>Net meetings (Behaviour and attendance).</li> </ul>	



## Targeted academic support

Year	Activity	Spend
Year 2: Strengthening resilience and improving attainment through a range of activities	<ul style="list-style-type: none"> <li>Action your potential (Exam success mentoring and maths tutoring) TARGETED.</li> </ul>	£90,621.44
TARGETED: Intervention and resources for disadvantaged students to remove barriers to learning, improve outcomes and close gaps with non-disadvantaged students through a range of activities	<ul style="list-style-type: none"> <li>Provide additional small group intervention in English and maths (TARGETED);</li> <li>Year 11 tutor group English and maths intervention (UNIVERSAL);</li> <li>Bid budget and learning resources for PP and SEND students (TARGETED);</li> <li>ESBAS/EdPsych credits (ENHANCED);</li> <li>NTP remote tuition (TARGETED);</li> <li>Academic mentors and in-class interventions (TARGETED).</li> </ul>	
Year 3: Strengthening resilience and improving attainment through a range of activities	<ul style="list-style-type: none"> <li>Action your potential (Exam success mentoring and maths tutoring) TARGETED.</li> </ul>	£90,621.44
TARGETED: Intervention and resources for disadvantaged students to remove barriers to learning, improve outcomes and close gaps with non-disadvantaged students through a range of activities	<ul style="list-style-type: none"> <li>Provide additional small group intervention in English and maths (TARGETED);</li> <li>Year 11 tutor group English and maths intervention (UNIVERSAL);</li> <li>Bid budget and learning resources for PP and SEND students (TARGETED);</li> <li>ESBAS/EdPsych credits (ENHANCED);</li> <li>NTP remote tuition (TARGETED);</li> <li>Academic mentors and in-class interventions (TARGETED).</li> </ul>	



## Wider strategies

Year	Activity	Spend
Year 2: Strengthening resilience and improving attendance through a range of activities	<ul style="list-style-type: none"> <li>• Attendance officer (TARGETED);</li> <li>• Breakfast club (UNIVERSAL);</li> <li>• Action Your Potential: mental health (UNIVERSAL);</li> <li>• SEND lunch club (TARGETED);</li> <li>• Music Well music therapy (TARGETED)</li> <li>• Place2Be (TARGETED);</li> <li>• Transition support (UNIVERSAL).</li> </ul>	£89,790
Year 2: Raising aspirations through a high-quality CEIAG programme, ensuring that there are 0% NEETs	<ul style="list-style-type: none"> <li>• Work experience for Year 10 (UNIVERSAL);</li> <li>• My Future Starts Here (UNIVERSAL);</li> <li>• My Time (TARGETED).</li> </ul>	
Year 3: Strengthening resilience and improving attendance through a range of activities	<ul style="list-style-type: none"> <li>• Attendance officer (TARGETED);</li> <li>• Breakfast club (UNIVERSAL);</li> <li>• Action Your Potential: mental health (UNIVERSAL);</li> <li>• SEND lunch club (TARGETED);</li> <li>• Music Well music therapy (TARGETED)</li> <li>• Place2Be (TARGETED);</li> <li>• Transition support (UNIVERSAL).</li> </ul>	£89,790
Year 3: Raising aspirations through a high-quality CEIAG programme, ensuring that there are 0% NEETs	<ul style="list-style-type: none"> <li>• Work experience for Year 10 (UNIVERSAL);</li> <li>• My Future Starts Here (UNIVERSAL);</li> <li>• My Time (TARGETED).</li> </ul>	



## 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.

#### 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

#### Teaching

Activity	Impact	Spend
Priority one: Continuing the "Quality First Teaching" initiative, raising the standards of teaching, learning and assessment.	Disadvantaged students made slightly more progress in 2021 than 2019 but the gap between disadvantaged and non-disadvantaged students widened significantly.	£45,000
Net and Laser Sharp meetings held regularly to focus on improving outcomes for progress of key groups and individual students.	2021 A8 gap = -13.09: <ul style="list-style-type: none"> <li>Disadvantaged: 40.27 (FFT50 = 39.92)</li> <li>Non-disadvantaged: 53.36 (FFT50 = 46.48)</li> </ul> 2019 A8 gap = -3.24 <ul style="list-style-type: none"> <li>Disadvantaged: 39.94</li> <li>Non-disadvantaged: 43.18</li> </ul> Percentage of 4+ EM was slightly lower in 2021 than in 2019. Disadvantaged EM4+ comparison: <ul style="list-style-type: none"> <li>2021: 43.2% (Non = 76.83%) (FFT50 = 60.61)</li> <li>2019: 45.4% (Non = 61.0%) (FFT50 = 80.77)</li> </ul>	
<b>Total: £45,000</b>		



## Targeted academic support

Activity	Impact	Spend
Strengthening resilience and improving attainment through a range of activities.	<p>Impact of COVID-19 had a significant impact on attendance. Rye College disadvantaged attendance (non-disadvantaged in brackets):</p> <ul style="list-style-type: none"> <li>2018-19: 90.56% (93.12%)</li> <li>2020-21: 85.87% (whole school = 90.21%)</li> </ul> <p>In 2020-21 there were a total of 3177 relocations from class. Nearly half of these incidents (47.2%, 1499) involved PP students. This is disproportionately high as PP students make up only 34.1% of the student population and results in lost learning.</p> <p>Disadvantaged students made slightly more progress in 2021 than 2019 but the gap between disadvantaged and non-disadvantaged students widened significantly.</p> <p>2021 A8 gap = -13.09:</p> <ul style="list-style-type: none"> <li>Disadvantaged: 40.27 (FFT50 = 39.92)</li> <li>Non-disadvantaged: 53.36 (FFT50 = 46.48)</li> </ul> <p>2019 A8 gap = -3.24</p> <ul style="list-style-type: none"> <li>Disadvantaged: 39.94</li> <li>Non-disadvantaged: 43.18</li> </ul>	£77,500
Targeted intervention and resources for disadvantaged students to remove barriers to learning, improve outcomes and close gaps with non-disadvantaged students through a range of activities.		
<b>Total: £77,500</b>		

## Wider strategies

Activity	Impact	Spend
Strengthening resilience and improving attendance through a range of activities	In 2021, PP students' average attendance (85.87%) lower than the whole school average attendance (90.21%).	£60,000
Raising aspirations through a high-quality CEIAG programme, ensuring that there are 0% NEETs in Year 11 2020-21.	All Year 11 students in 2021 had successfully applied to further education, employment or training. NEET figures are currently not available.	
<b>Total: £60,000</b>		

## Summary

<b>OVERALL SPEND</b>	£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 its impact on education increased the number of students who were educationally disadvantaged and limited the impact of many of these approaches.