

# Impact of 2015-16 funding on pupils

## Year 7

### Context

	<b>Pupil Premium Students</b>	<b>Non-Pupil Premium Students</b>
<b>% of total cohort</b>	34%	66%
<b>Boys</b>	45%	44%
<b>Girls</b>	55%	56%
<b>Low PA</b>	12%	11%
<b>Mid PA</b>	67%	66%
<b>High PA</b>	21%	23%
<b>SEN (K or S)</b>	2%	8%

The Year 7 Pupil Premium students represent the largest proportion of any year group at Rye College. They are of a similar academic profile to the 'non' students – albeit with slightly lower numbers of students with an average of L5 or above.

### Expenditure

Pupil Premium has funded Music lessons for 10 students – with an additional 2 benefitting from Music Therapy. 24 students have accessed a subsidy for school trips. In terms of 1:1 tuition, 3 students have had tuition in Maths and 8 students in English.

At the lower end of the academic scale the Year 7s are in much smaller groups for Maths and English – benefitting from direct HLTA input. This accounts for by far the largest PP expenditure for this year group at over £8000.

Two girls in particular have received a large amount of funding:

Student 7/1 - £1881

Student 7/2 - £1370

## Outcomes – Summer 2016

	Maths			English		
	Average WAG	Average WAG	% on track to make Expected	Average WAG	Average WAG	% on track to make Expected
Disadvantaged	2.14	2-	56	1.88	1+	42
Other students	2.30	2	70	2.23	2-	56
Gap	-0.16		-14	-0.35		-14

A 14% progress gap is too large but is below the national average gap of 17% (English) and 23% (Maths)

	Pupil Premium Students	Non-Pupil Premium Students	Gap
<b>Attendance</b>	94.02%	92.77%	-1.25%

The attendance gap is unacceptable. Three PP students make a significant contribution to this – their attendance is below 80%.

Scale: 1 Outstanding 2 Good	Pupil Premium Students	Non-Pupil Premium Students	Gap
<b>Growth Mindset</b>	1.78	1.59	-0.19
<b>Home Learning</b>	1.82	1.65	-0.17
<b>Organisation</b>	1.65	1.53	-0.12
<b>Behaviour</b>	1.77	1.58	-0.19

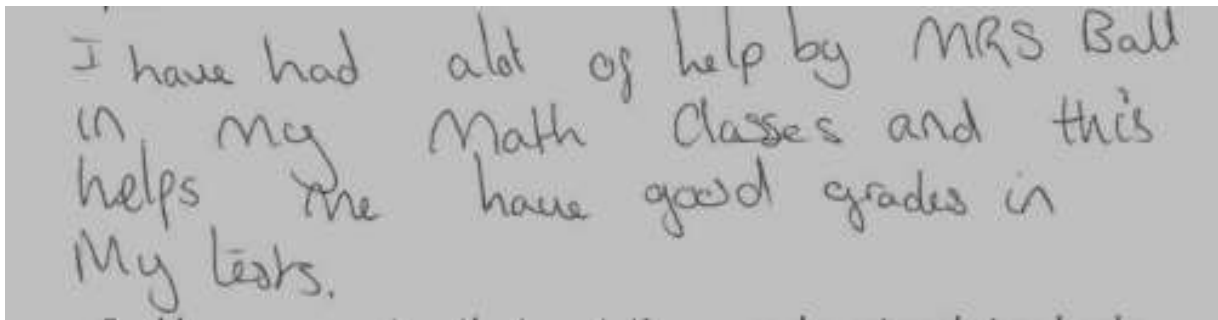
The attitudinal factors reported show a disappointing gap and this has been reported to the Y7 PP students who have been encouraged to do better in this regard.

In terms of value for money, the impact of the HLTA work in English and Maths has been variable. Our HLTA for English has been absent for a considerable period and this may account for the following:

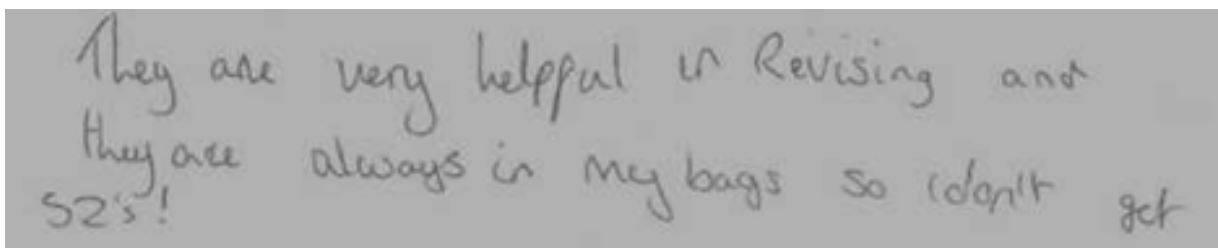
	PP students with Low PA on track to make Expected Progress
<b>English</b>	20%
<b>Maths</b>	62%

## Student Voice

One Year 7 girl commented on her HLTA support in Maths:



And of the Maths equipment she has received:



## Year 8

### Context

	Pupil Premium Students	Non-Pupil Premium Students
% of total cohort	31%	69%
Boys	50%	50%
Girls	50%	50%
Low PA	14%	9%
Mid PA	63%	63%
High PA	23%	28%
SEN (K or S)	10%	6%

The Year 8 Pupil Premium students have an identical gender split but are weaker academically – and this is especially so in Maths where the average KS2 level was 4c compared to 4b for those non-pupil premium.

### Expenditure

Pupil Premium has funded Music lessons for 7 students – with an additional 2 benefitting from Music Therapy. 12 students have accessed a subsidy for school trips. In terms of 1:1 tuition, 1 student had tuition in Maths and 6 students in English.

The largest expenditure for this year group is for the HLTA provision for literacy. 16 students have had direct contact with our literacy HLTA – amounting to over £4000. A feature specific to Year 8 is their attendance at the Art of Brilliance Day aimed at raising aspirations. Another is the Gymsmart Programme involving a day off site working with our partners at Rye Harbour Health Club – 6 students have attended this.

Two students in particular have received a large amount of funding:

Student 8/1 - £2146

Student 8/2 - £2195

Both of these students have accessed our Learning Development Centre which is part-funded through the Pupil Premium.

## Outcomes – Summer 2016

	English			Maths		
	Average WAG	Average WAG	% on track to make Expected	Average WAG	Average WAG	% on track to make Expected
Disadvantaged	2.61	2+	44	2.71	2+	60
Other students	2.21	2+	29	2.80	2+	49
Gap	-0.02		+15	-0.09		+11

The attainment and progress of PP students for this year group is in line with those non-pupil premium students – indeed more are on track to make Expected Progress than Other Students. This is especially pleasing given the academic profile of this group on entry.

	Pupil Premium Students	Non-Pupil Premium Students	Gap
Attendance - Easter	93.99%	93.91%	+0.08%
Attendance - Summer	90.28%	95.15%	-4.87%

The attendance of Pupil Premium Students has been affected by 3 students who have attendance figures of 22%, 54% and 66%. Removing these increases the PP attendance to 93.59%

Scale: 1 Outstanding 2 Good	Pupil Premium Students	Non-Pupil Premium Students	Gap
<b>Growth Mindset</b>	2.28	2.25	-0.03
<b>Home Learning</b>	2.25	2.19	-0.06
<b>Organisation</b>	2.02	1.91	-0.11
<b>Behaviour</b>	2.02	1.94	-0.08

The attitudinal factors reported show that Y8 PP students are broadly in line with non-PP students. Homework had been targeted from Easter and shows improvement.

In terms of value for money, the impact of the HLTA work in English has been variable. Our HLTA for English has been absent for a considerable period and whilst improvements have been made in the quality of writing, there is still work to do in terms of more complex responses to reading at GCSE level:

	PP students with Low PA on track to make Expected Progress
<b>English - Reading</b>	42%
<b>English - Writing</b>	83%

## Student Voice

A Year 8 girl commented on the HLTA help she has had in Maths:

I have had more help and I have improved in maths since Year 7 and I still think I need a little bit more help to make me more confident.

She attended the Gymsmart programme and commented:

I really enjoyed it and it made ~~me~~ me come out my shell and work in a team and show that I can do it also show that I know about sports and your body parts

# Year 9

## Context

	Pupil Premium Students	Non-Pupil Premium Students
<b>% of total cohort</b>	29%	71%
<b>Boys</b>	66%	53%
<b>Girls</b>	34%	47%
<b>Low PA</b>	26%	12%
<b>Mid PA</b>	50%	67%
<b>High PA</b>	24%	21%
<b>SEN (K or S)</b>	18%	5%

The Year 9 Pupil Premium students have a markedly different cohort profile from their Non-PP peers. They are heavily dominated by boys and have a far greater proportion of students with a Low Prior Attainment at KS2. There are a disproportionate number of statemented students within the Y9 Pupil Premium cohort. The average sub-level on entry is 4c compared with 4b for the non-PP students.

## Expenditure

Pupil Premium has subsidised uniform for 13 Year 9 students – and 19 students have taken advantage of the offer to subsidise school trips. In terms of 1:1 tuition, 10 students had tuition in Maths and 6 students in English.

The largest expenditure for this year group is for the 6 students who have accessed our Learning Development Centre – this amounts to £7700.

Two students in particular have received a large amount of funding:

Student 1 - £1966

Student 2 - £1721

These students are at different ends of the academic spectrum. Owen has accessed the Learning Development Centre on a regular basis and attended Gymsmart for one day per week for a 12 week period. Student 9/2 is a LAC; we have funded singing and dancing lessons in consultation with the out of area Virtual School.

	Maths			English		
	Average WAG	Average WAG	% on track to make Expected Progress	Average WAG	Average WAG	% on track to make Expected Progress
Disadvantaged	3.23	3-	46	2.92	2+	34
Other students	3.42	3	50	3.25	3	46
Gap	-0.15		-4	-0.33		-12

The attainment and progress of PP students for this year group indicates that the PP Students are not performing as well as their Non-PP peers. However, given their lower academic profile on entry and disproportionate gender and SEN numbers, this is not unexpected and whilst not acceptable, is not as severe as it might have been.

	Pupil Premium Students	Non-Pupil Premium Students	Gap
<b>Attendance - Easter</b>	95.52%	94.93%	+0.59%
<b>Attendance - Summer</b>	95.22%	93.58%	+1.64%

The attendance of Pupil Premium Students is significantly better than Non-Pupil Premium students.

Scale: 1 Outstanding 2 Good	Pupil Premium Students	Non-Pupil Premium Students	Gap
<b>Growth Mindset</b>	2.18	2.07	-0.11
<b>Home Learning</b>	2.18	2.05	-0.13
<b>Organisation</b>	2.00	1.86	-0.14
<b>Behaviour</b>	1.86	1.78	-0.08

The attitudinal factors reported show that we have some work to do in terms of reinforcing a Growth Mindset in Pupil Premium students.

In terms of value for money, the 7 students still on roll that have accessed 1:1 tuition in Maths, have increased their grades above the expected rate:

Name	DC1	DC2	DC3	DC4
Student 9/3	1+	2	2	2+
Student 9/4	2	2	2+	3-
Student 9/5	3	2+	5-	5-
Student 9/6	1-	2-	2	2
Student 9/7	EL2	EL2	EL3	1-
Student 9/8	1-	1	1+	2-
Student 9/9	EL3	1-	1-	1

# Year 10

## Context

	<b>Pupil Premium Students</b>	<b>Non-Pupil Premium Students</b>
<b>% of total cohort</b>	22%	78%
<b>Boys</b>	62%	46%
<b>Girls</b>	38%	54%
<b>Low PA</b>	10%	18%
<b>Mid PA</b>	66%	57%
<b>High PA</b>	24%	25%
<b>SEN (K or S)</b>	14%	7%

The Year 10 Pupil Premium students are heavily boy dominated compared to the non-PP cohort. However, in terms of Prior Attainment they are, if anything, of slightly higher ability – although the average KS2 points score has the non-PP students at 27.78 compared to 27.07 for the Pupil Premium students.

## Expenditure

Pupil Premium has subsidised uniform for 8 Year 10 students – and PE kit has been bought for the 5 students who have taken GCSE PE as one of their options. In terms of 1:1 tuition, 10 students had tuition in English and 5 students in Maths. This represents the largest expenditure for this year group.

Student 10/1 has received the largest share of funding for this year group – which has had the lowest spending so far of all year groups at Rye College. He attends Lunch Club, has 1:1 tuition in Maths and receives subsidised music lessons.



	Maths			English			Attainment 8
	Average WAG (Points)	Average WAG (Grade)	% on track to make Expected Progress	Average WAG (Points)	Average WAG (Grade)	% on track to make Expected Progress	
Disadvantaged	4.18	4-	52	3.46	3	31	3.23 (3+)
Other students	4.11	4-	51	3.88	3+	32	3.71 (4-)
Gap	0.07		+10	-0.42		-1	-0.48

The attainment and progress of PP students for this year group indicates that the Pupil Premium students are mostly performing in line with their non-PP peers – indeed in terms of those on track to make Expected Progress they are doing better than non-PP students in Maths.

	Pupil Premium Students	Non-Pupil Premium Students	Gap
<b>Attendance - Easter</b>	91.68%	94.55%	-2.87%
<b>Attendance- Summer</b>	91.71%	94.55%	-2.84%

The attendance of Pupil Premium Students is significantly worse than Non-Pupil Premium students in part due to three students whose attendance is below 82%.

Scale: 1 Outstanding 2 Good	Pupil Premium Students	Non-Pupil Premium Students	Gap
<b>Growth Mindset</b>	2.07	2.07	0
<b>Home Learning</b>	2.13	2.03	-0.10
<b>Organisation</b>	2.14	2.00	-0.14
<b>Behaviour</b>	1.99	1.91	-0.08

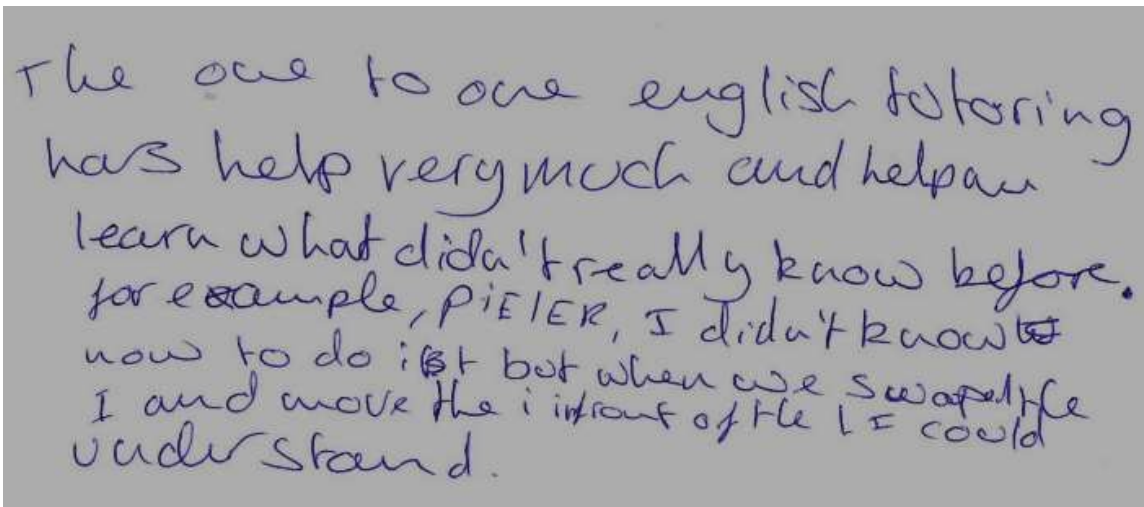
The attitudinal factors reported show that the work we have done in supporting PP students with homework has paid off since Easter.

In terms of value for money, the 4 out of the 5 mainstream students who have received 1:1 tuition have made above expected progress since Christmas:

Name	Data Capture 3	Data Capture 4	Data Capture 5
Student 10/2	2+	2+	3
Student 10/3	2	2+	3-
Student 10/4	3	3	3
Student 10/5	2	2+	4
Student 10/6	4-	4-	4

## Student Voice

A Year 10 boy commented:



The one to one english tutoring has help very much and help me learn what didn't really know before. for example, PIETER, I didn't know how to do it but when we swapped I and move the i in front of the L I could understand.

## Year 11

### Context

	Pupil Premium Students	Non-Pupil Premium Students
% of total cohort	23%	77%
Boys	62%	50%
Girls	38%	50%
Low PA	14%	9%
Mid PA	48%	41%
High PA	38%	50%
SEN (K or S)	7%	3%

The Year 10 Pupil Premium students are heavily boy dominated compared to the non-PP cohort. They are also have a weaker KS2 PA profile and proportionately more SEN students.

However, this is not the most distinctive feature of this cohort. The decision was taken at the end of Year 10 to educate a number of disaffected students off-site with a limited vocational suite of qualifications offered. This amounts to 10 Pupil Premium students, which represents 34% of the cohort, compared to only 13% of Other Students. This has significantly impacted on the GCSE outcomes for the group as a whole – as would be

expected when the number of students with all 'baskets' full is 52% compared with (a still low) 74% for Other Students.

The situation is exacerbated by the In-Year Admissions for this group which is at 14%.

### Expenditure

The largest expenditure for this year group is for access to our Learning Development centre. 6 students have used this facility on a regular basis – including extensive support for one student with medical needs that has meant she has struggled to access normal lessons during Year 11. 11 students have received 1:1 Maths or English private tuition as part of their preparation for GCSE exams – with 3 of these receiving this for both the Basics subjects.

Student 11/1 has received the largest share of funding for this year group. She has made extensive use of the LDC as well as attending Lunch Club and having 1:1 tuition in both Maths and English.

### Outcomes – Summer 2016

	Basics	5 A*-C EM	Attainment 8	Progress 8	Expected Progress English	Expected Progress Maths
<b>Disadvantaged Students</b>	34%	34%	35.66	-1.05	33%	47%
<b>Other Students</b>	67%	63%	50.98	+0.04	72%	73%
<b>Gap</b>	-33%	-29%	-15.32	-1.09	-39%	-26%

The attainment and progress of PP students for this year group indicates that the Pupil Premium students in Year 11 are going to significantly underachieve due largely to the contextual factors stated earlier.

	Pupil Premium Students	Non-Pupil Premium Students	Gap
<b>Attendance</b>	96.67%	96.21%	+0.46

The attendance of Pupil Premium Students is better than Other Students.

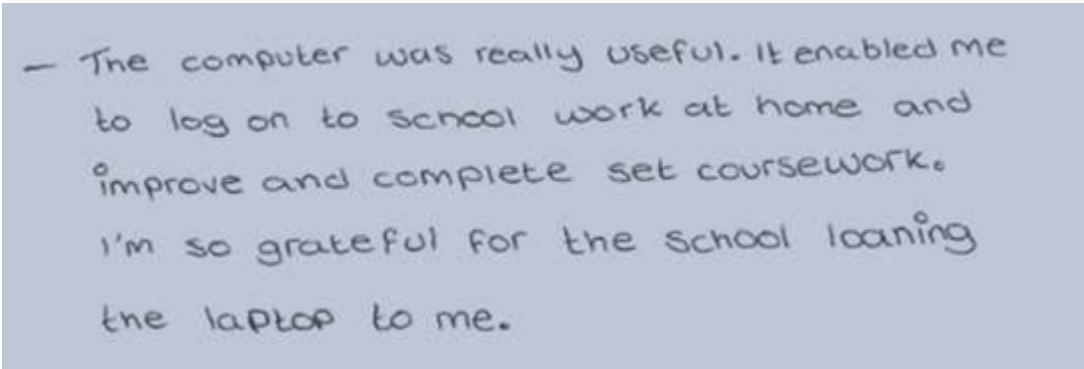
In terms of value for money, two of the students that accessed the Learning Development Centre went on to receive education off-site. However, the four others have managed to attend all their exams with the support offered. Three of the four have suffered with

considerable anxiety issues – one of these had glandular fever in Y11 and used the LDC to support with catch-up.

Student accessing LDC	Progress 8
Student 11/2	+1.54
Student 11/3	-2.92
Student 11/4	-1.89
Student 11/4	-0.25

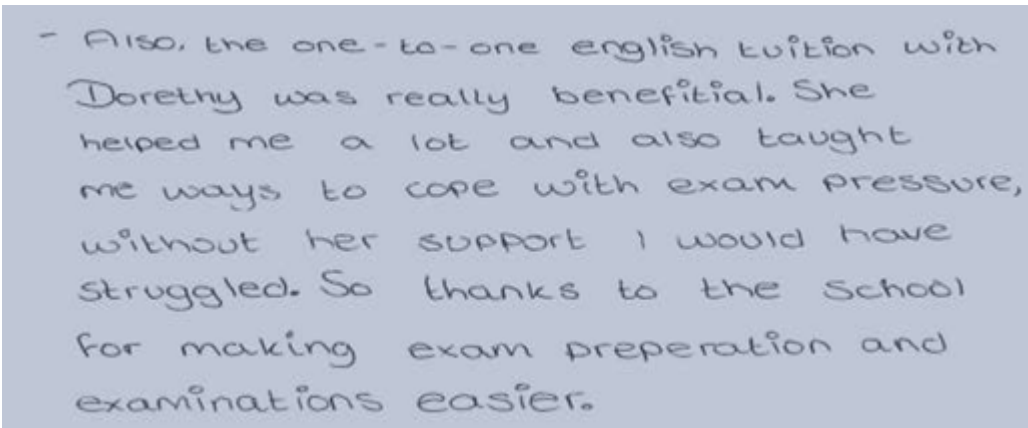
### Student Voice

A Year 11 girl commented with regard to the laptop we supplied her:



– The computer was really useful. It enabled me to log on to school work at home and improve and complete set coursework. I'm so grateful for the school loaning the laptop to me.

She also benefited from 1:1 tuition in English, and commented:



– Also, the one-to-one English tuition with Dorethy was really beneficial. She helped me a lot and also taught me ways to cope with exam pressure, without her support I would have struggled. So thanks to the school for making exam preparation and examinations easier.