

Pupil Premium Strategy Statement – Autumn 2017

1. Summary information			
School	Rye College	Date of most recent review	January 2018
Academic Year	2017 – 2018	Total Pupil Premium Budget	£169,135 (2017 – 2018)
Total Number of Students	633	Number of students eligible for pupil premium	190 (30%) [26 in Year 11]

2. Current attainment		
SUMMER 2017	Disadvantaged, School (National)	Non-disadvantaged, School (National)
% Grade 4 or above in GCSE English and maths	42% (63%)	66% (71%)
% Grade 5 or above in GCSE English and maths	19% (42%)	20% (49%)
Progress 8 score in English element	-0.8 (0.0)	0.11 (0.1)
Progress 8 score in maths element	-0.7 (0.0)	-0.31 (0.1)
Progress 8 score	-0.5 (0.0)	0.29 (0.1)
Attainment 8 score	36 (46)	48 (49)
Attendance (Autumn and Spring)	89.9% (91.5%)	94.7% (95.4%)

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

5. Planned expenditure

Academic Year: 2017 – 2018

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?
Accelerated progress in English and Maths element Disadvantaged students secure a Grade 4+ as a minimum expectation	Improve the quality of feedback across the college.	Feedback is inconsistent across the college with opportunity for significant gains. 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." https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback	Secure initiative, monitor and quality assure marking and feedback across the college and tie to impact. <i>Quality Leaders</i> <i>Summer 2018</i>
	Improve the ' universal offer ' 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.	There is a crossover between SEND and disadvantaged students. Broadening the universal offer through a focus on those students with additional needs will improve the learning environment for all students. Also referred to as 'quality first' teaching. 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." https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	Review of SEND Provision to inform effective graduated response. College's SEND aligned to East Sussex aspirations for students. <i>Deputy Headteacher: Learning leads 'quality-first' initiative.</i> <i>SENDCo leads 'graduated response' initiative.</i> <i>Summer 2018</i>
Disadvantaged students access necessary resources to excel in the subjects they study	Access a 'bid budget' held by Quality Leader: Pupil Premium to source appropriate learning materials for disadvantaged students.	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. 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." https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	Submit, monitor and track bids from different departments and their impact throughout the year. <i>Quality Leader: Pupil Premium</i> <i>Summer 2018</i>
Disadvantaged students access one-to-one tuition where appropriate	Provide additional one-to one tuition in core subjects for suitable disadvantaged students.	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	Line-manage tutors and deploy them appropriately within their subject curriculum model. Data analysis to be used to evaluate impact of short programmes. <i>Faculty Leaders: English and Maths</i>

		<p>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."</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition</p>	Summer 2018
TOTAL BUDGETED COST			£109,000
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?
Strengthened resilience in the academic environment	Support from a dedicated counselling service and music therapy to address social, emotional and mental needs.	<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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>Strengthen quality assurance and impact of dedicated counselling and music therapy services.</p> <p>Use robust quality assurance of service along with data analysis to evaluate impact of short programmes.</p> <p><i>Deputy Headteacher: Welfare</i> Summer 2018</p>
<p>Raised aspirations through access to high-quality careers education</p> <p>High-quality personal statements and applications to employers, education or training places</p> <p>Prioritised for one-to-one careers advice</p> <p>Secured places for disadvantaged students (Year 11) in employment, education or training</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>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>Design bespoke 'life education' programme including careers, information, advice and guidance.</p> <p>Facilitate access to high-quality external services.</p> <p>Maintain quality mark.</p> <p><i>Director of Life Education</i> Summer 2018</p>
TOTAL BUDGETED COST			£44,000
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>Improved attendance to college with rigorous pursuit of persistent absentees</p> <p>Appointed Attendance Officer to secure attendance in line with national average</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.</p> <p>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>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>Deploy robust monitoring, intervention and support programme for student absenteeism. Evaluate impact and report to trustees regularly.</p> <p><i>Attendance Officer</i> <i>Deputy Headteacher: Welfare</i> <i>Summer 2018</i></p>
<p>Reviewed arrangements for timings of the college day from April 2018 improves punctuality</p>	<p>Undertake consultation to better align timings of the college day with local transport to deliver a ‘hard start’ and maximise learning time.</p>	<p>Current ‘soft start’ to college day lessens learning time and undermines academic ethos.</p> <p>SUTTON: Overall, the evidence indicates that, on average, pupils make two additional months’ progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months’ additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time</p>	<p>Complete public consultation and propose appropriate changes to trustees.</p> <p><i>Headteacher</i> <i>Summer 2018</i></p>
<p>TOTAL BUDGETED COST</p>			<p>£17,000</p>

6. Review of expenditure				
Previous Academic Year: 2016 – 2017				
i. Strategic leadership				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
To enable clear identification of targeted students and leading College Curriculum Leaders in monitoring progress. Identification of underperformance and creation of specific intervention groups to focus on students who are not making expected progress.	Assistant headteacher with responsibility to oversee attainment and achievement of pupil premium pupils (0.5 day per week)	Unknown: no impact evidence available Overall Progress for disadvantaged students: <i>Significantly below national</i> <i>EM4+, EM5+, E4+, E5+, M4+, M5+ attainment for disadvantaged students: Significantly below national</i> Overall Progress 8 from 97NPR to 59NPR; English Element from 99NPR to 77NPR; Maths Element from 83NPR to 76NPR; Open Element from 89 NPR to 23 NPR.	Redesign, improve robustness of initiative	£5,500
To enable the smooth running of the entitlements that Rye College has set out for Pupil Premium students and their families.	PA to Assistant Headteacher with responsibility to manage the fulfilment of the Pupil Premium Promise on a daily basis (2 day per week)			£10,000
ii. Curriculum support				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
To close the attainment gap in the core subjects.	Revision books for En, Ma and Sci for PP students in all subjects	Low impact: <i>EM4+, EM5+, E4+, E5+, M4+, M5+ attainment for disadvantaged students: Significantly below national</i>	Redesign, improve robustness of initiative	£8,820
To provide additional academic support leading to a closing of the attainment gap.	Private Tuition in Maths and English funded for 7 sessions	Low impact: <i>Overall, English, Maths, EBacc attainment for disadvantaged students: Significantly below national</i>	Redesign, improve robustness of initiative	£29,400
Close attainment gaps and raise teacher awareness of PP students' needs.	Targeted Feedback – opportunity for staff to be covered to set and review targets for PP students twice per year	Low impact: <i>Overall, English, Maths, EBacc attainment for disadvantaged students: Significantly below national</i>	Redesign, improve robustness of initiative	£2000
Dyslexic students able to access curriculum more effectively leading to lower attainment gaps.	Dyslexia friendly resources used across the college as a default	Unknown: no impact evidence available	Improve within universal offer	£3000
Reduced gap in terms of attainment and progress for PP students against national averages of non-PP students	KS4 Exam intervention to include access to targeted support and bespoke exam revision workshops	Low impact: <i>Overall, English, Maths Progress for disadvantaged students: Significantly below national</i>	Improve within universal offer	£4,260

iii. Social, Emotional and Behavioural Support				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
Attendance, engagement and behaviour in school more positive as a result of 1:1 mentoring support.	Student Support Officer x 3 (2.5 days)	Low impact <i>Attendance below national average</i>	Redesign, improve robustness of initiative	£36,630
Self-discipline, self-respect and respect for authority increased leading to improved behaviour and engagement in College life.	Gymsmart alternative KS3 provision programme for one day a week over a 12 week period.	Unknown: no impact evidence available	Abandon	£3,000
Improved feeling of well-being and belonging	Lunch Club – safe area for eating lunch and taking part in supervised activities	Unknown: no impact evidence available	Maintain within universal offer	£2500
Improved attainment, behaviour and attitudes.	Learning Development Centre staffed by a senior member of staff and a teaching assistant.	Unknown: no impact evidence available <i>Overall attainment for disadvantaged students: below national</i>	Maintain within universal offer	£12,500 (25% costs reflect PP students access to this resource)
Reduced incidents of bullying and sanctions for uniform infringements	Uniform support – up to £75 per student	Unknown: no impact evidence available	Abandon	£14,700
Improved feeling of well-being and calmness when faced with difficult situations	Music Therapy	Unknown: no impact evidence available	Redesign with provider	£2500
iv. Enrichment				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
Improved ability to access and complete home learning.	Digital technology supplied to enhance learning	Unknown: no impact evidence available	Abandon	£2000
Improved literacy	Fiction book supplied x 5 per year	Low impact: <i>English Progress for disadvantaged students: Significantly below national</i> <i>English Element from 99NPR to 77NPR</i>	Abandon	£2,940
Enhanced self-discipline and Growth Mindset values	Music lessons funded @ 50%	Unknown: no impact evidence available	Abandon	£9,800
Widening appreciation of the world. Improved social skills and a sense of inclusion.	Funding for school trips @ £75 per student	Unknown: no impact evidence available	Abandon	£14,700
Improved attendance to college and to college events including parents' evenings etc.	Transport costs to college and to school events	Low impact: <i>Attendance for disadvantaged students below national</i>	Abandon	£9,800
Students ready to learn and reduced number of sanctions for lack of equipment	School Stationary Pack x 3 times per year	Unknown: no impact evidence available	Abandon	£2,970

v. Hardship Fund				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
To support students whose families suffer financial hardship but who do not qualify for Pupil Premium funding	Hardship Fund	Unknown: no impact evidence available	Redesign, improve robustness of initiative	£5,000

7. Additional detail

Data Comparisons from the Inspection Data Summary Report

Given an absence of data demonstrating the impact of the expenditure in the previous academic year (2016-17) comparisons have been made between the performances of the Year 11 cohorts. At the end of the current academic year (2017-18) data comparisons will be made between the Inspection Data Summary Report 2017 and Inspection Data Summary Report 2018.

Disadvantaged Students' Progress Percentile Rankings (comparing Inspection Data Summary Report 2016 and 2017):

- Overall Progress: 59% (improved from 97%)
- English element: 77% (improved from 99%)
- Maths element: 76% (improved from 83%)
- Open element: 23% (improved from 89%)
- EBacc element: 75% (improved from 96%)
- Science VA: 52% (unimproved from 49%)
- Language VA: 39% (improved from 53%)
- Humanities VA: 60% (improved from 78%)

8. Agreed 'Quality First Teaching' tactics focused on improving teaching, learning and assessment for disadvantaged students 2017-18

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.