

Pupil premium strategy statement

Rye Hills Academy 2022 to 2023

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

Detail	Data
School name	Rye Hills Academy
Number of pupils in school	853
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	C Ellis
Pupil premium lead	J Bissicks
Governor / Trustee lead	M Saxton

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2022/23	£273 338
Recovery premium funding allocation academic year 2022/23	£87 870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£361 208

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.74
Ebacc entry	23 students
Attainment 8	39.63
Percentage of Grade 5+ in English and maths	16.36%
Percentage of Grade 4+ in English and maths	47.27%

Part A: Pupil premium strategy plan

Statement of intent

Rye Hills Academy is working to support disadvantaged pupils in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and future employment. It is vital that we support our pupils' physical and mental health and wellbeing to enable them to fully engage in learning. Pupils need to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

Some disadvantaged pupils face many and complex barriers during their education which make effective learning very difficult. Other pupils have very specific, individual needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged.

We aim to meet and support pupils at their point of need, wherever possible and feasible. Common barriers to learning for disadvantaged pupils include less support at home, especially during the pandemic, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (eg text books / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns.

Some pupils have struggled with their physical and mental well-being and this has been exacerbated as a result of the pandemic. There may be complex family situations that prevent children from flourishing. Some pupils have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment.

The challenges are varied and there is no "one size fits all". Pupil Premium and Recovery Premium Funding contribute to the work of the school in meeting the needs of disadvantaged pupils by:

- ensuring that teaching and learning opportunities meet the needs of all the pupils
- ensuring that all pupils benefit from high quality teaching in the classroom
- ensure all pupils have a place to study in school where they can access adult support, class texts and the internet
- offering tuition in small groups or 1:1 where there is identified need
- developing the resilience of pupils, building their self-esteem and enabling them to develop the skills that will enable them to learn effectively in the classroom environment
- providing therapeutic intervention where needed through the use of personal intervention programmes and counselling where appropriate
- working closely with pupils who need additional support to manage their behaviour
- working with pupils and their families to identify the causes of attendance concern and support good attendance
- ensuring pupils have every opportunity to access enrichment programmes

- ensuring pupils receive high quality careers information, advice and guidance so that they have high aspirations for themselves and for their future
- ensuring pupils’ personal development is well supported and that they are ready for post-16 education/training/employment
- meeting individual needs wherever possible and feasible.

Challenges for 2022 to 2023

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	Some pupils struggle to attend regularly, some are often late and some are persistently absent (exacerbated by the pandemic)
2.	Some students struggle to manage their behaviour (exacerbated by the pandemic)
3.	Some students need extensive pastoral support for a variety of reasons (exacerbated by the pandemic)
4.	Some students struggle with the increased complexity of organisation with a secondary environment and increased demands for independent work.
5.	Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning (exacerbated by the pandemic)
6.	Some students need additional adult support to help to enable them to fully achieve their potential both during the school day and after school with managing homework.
7.	Some students need individual tuition and/or teaching in small groups to enable them to achieve (exacerbated by the pandemic)
8.	Some students have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential.
9.	Some students have low levels of literacy and numeracy which impedes their learning and their confidence.
10.	Some students lack access to the internet and the use of computers to support their studies.
11.	Some students lack space to study.
12.	Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
13.	School uniform can cause significant challenges for some families.
14.	Some students do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers (exacerbated by the pandemic).
15	All pupils need the highest quality of teaching in every classroom. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

16.	Some pupils need additional personal development so that they have the resilience to cope with everyday challenges, form strong, positive relationships and are ready emotionally for key transitions.
17	Narrowing the attainment gap across Reading, Writing, Maths and Science

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
Pupils who are disadvantaged achieve well and at least in line with national averages at the end of Key Stage 4	Progress 8 score of disadvantaged cohort is positive.
Improved rates of progress across KS3	Pupils make as much progress as other students in KS3
Attendance	Average attendance of disadvantaged cohort is in line with the national average or above.
Transition ready	Pupils complete transition matrix to assess and evidence readiness for post-16 progression. All students have transition plans in place, in line with career development strategy

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 (for example, CPD, recruitment and retention)

Budgeted cost: £60 008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing high quality professional development for all staff to secure high quality teaching strategies underpinned by metacognitive strategies, planning for interleaving and retrieval practice and grounded through a rich knowledge-based curriculum	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD EEF guide to improving working memory EEF : Metacognition and Self Regulated Learning	9,15,16, 17
Staffing costs to provide coaching, support and lead professional development.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on student outcomes.	9,16, 17,
Continue to deepen teacher's understanding of pedagogy across each curriculum area by engagement with subject specialists in their field.	EEF : Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Subject Curriculum research reviews	3, 15,9, 16, 17
Further embedding the Trust's literacy and numeracy policy and ensuing literacy is a focus of teachers' planning.	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	9, 15, 17
Learning resources: Expenditure on textbooks, resources and training to support bespoke subjects. Expenditure on development and Maintenance of online learning platforms for pupils to support	EEF: Teaching and Learning Toolkit The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4, 9, 10, 15 16,17

learning (Staff and Student POD)		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £160 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps in maths and English identified by teaching staff. Maths and English tuition leads plan for bespoke intervention to enable pupils to catch up on earlier work that is missed or poorly understood, due to the pandemic. Deliver series of lessons (1-1 or small group) to enable pupils to consolidate insecure learning and catch up with the schemes of learning. Where appropriate and possible, classes to be reduced in size to increase individual support and facilitate recovery of learning. (This is a whole school priority that encompasses all pupils)	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	7/9/15/17
In all other subjects, Heads of Department to identify pupils who need bespoke curricular intervention Pupils should be taught in small groups where there are common areas or individual 1-1 tuition arranged as appropriate.	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	4,6,7,9,10,15,17
Professional development for all staff in developing a love of reading for pleasure and for learning within their specialist subject areas. Identified pupils - 1-1 regular reading planned into curriculum. Support for pupils to learn is provided through the Lighthouse	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	5,7,8,9,12,15,17
To provide students with adult mentoring support, access to workspace and IT facilities to support their learning.	EEF : Mentoring	1,2,3,4,5,6,7,8,9,10,12,13,
To identify students with low levels of literacy and numeracy	EEF: Preparing for Literacy	9,15,17

which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs.	EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	
Provision and deployment of teaching assistants appropriately is essential to supporting learning 'in the moment' and being able to respond to pupils who need additional support to keep up and catch up.	EEF: Making Best Use of Teaching Assistants	2,4,6,8,9
Provision and staffing of safe spaces available to targeted children throughout the day.	NFER: Recovery during a pandemic	2,3,4,5,6,,10,17
Social and Emotional Learning – interventions to support children with a range of skills including for example, emotional regulation, managing grief. Deployment of Psychological Wellbeing Practitioner	EEF: Improving Social and Emotional Learning in Primary Schools NFER: Recovery during a pandemic	1,2,3,4,5,6,7,8,12, 13, 16

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £140 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased capacity of attendance team to work with families to reduce the absence of pupils who struggle to attend regularly.	EEF: Guide to the pupil premium	1
Pastoral teams to support pupils who struggle to manage their behaviour including provision of personal intervention programmes.	EEF: Teaching and Learning Toolkit – Learning behaviours EEF :Improving Behaviour in Schools	2,3,4,5,6,8,12,13,16
To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for	EEF: Improving Social and Emotional Learning in Primary Schools EEF: Guide to the pupil premium EEF: Healthy Minds DFE: Promoting and supporting mental health and wellbeing	2,3,4,5,6,8, 12,13,16

those who have experienced bereavement)	in schools and colleges	
Encourage pupils to take part in extra-curricular activities (onsite) to widen their experiences and broaden their horizons. Facilitate pupils in taking part in range of enrichment experiences (off site) in-order to widen their horizons and unlock future opportunities.	EEF: Guide to the pupil premium	12,13
Provision for clear post 16 guidance	EEF Guide to the Pupil Premium	8
Support for families from the increased capacity attendance team	DfE: Improving school attendance: support for schools and local authorities Sutton Trust: Learning in Lockdown	1

Total budgeted cost: £361 208

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Most students work hard, behave well, enjoy lessons and engage successfully in learning. Attainment and progress for disadvantaged students is below that of their non-disadvantaged peers in the external examinations in 2022. The proportion of disadvantaged students who are absent from school is higher than their peers, although this gap is closing (86.37%) and is above national average for all pupils of 85.5%.

End-of-year assessment of pupil premium students in KS3 suggests that English, maths and science, the attainment of disadvantaged students is broadly in line with their peers.

All pupils received support - both pastoral and academic - with a range of revision resources and strategies being provided. Pupil premium students also received support and subsidies to enable them to access a wide and varied range of activities within and outside of school, especially in Activities Week, to both widen their horizons and increase their engagement in, and enjoyment of, school.

All pupils received support and advice in choosing their next steps, as well as access to a comprehensive careers and work experience programme which led to the progression of the vast majority of pupils to post-16 education, employment or training.

The pupil premium funding continues to be vital in supporting our pupils through the aftermath of the pandemic and ensuring an improvement in their attendance, performance in national examinations and progression to the next stage of their education, employment or training.

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

