

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024 to 2025 academic year 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	833
Proportion (%) of pupil premium eligible pupils	27.29%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 24
Date on which it will be reviewed	September 2025
Statement authorised by	H Zaheer
Pupil premium lead	L Jones
Governor / Trustee lead	M Saxton

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2023/24	£251, 833
Recovery premium funding allocation academic year 2023/24	£74,520
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	£326,353

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.15
Ebacc entry	22%
Attainment 8	40.5
Percentage of Grade 5+ in English and maths	33%
Percentage of Grade 4+ in English and maths	54%

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 and to the best of their ability. They have every opportunity to excel and to 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 learn. We will ensure that pupils 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, weaker 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 2024 to 2025

Challenge number	Detail of challenge
1.	Our internal data shows that some pupils struggle to attend regularly, some are often late and some are persistently absent
2.	Some students struggle to manage their behaviour
3.	Some students need extensive pastoral support for a variety of reasons
4.	Some students struggle with the increased complexity of organisation with a secondary environment and increased demands for independent work.
5.	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.
6.	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.
7.	A higher proportion of disadvantaged students are reading below their chronological age, resulting in their struggling to access subjects across the curriculum.
8.	A higher proportion of disadvantaged students possess gaps in numeracy knowledge, particularly on entry, both in terms of basic numerical fluency and reasoning and application of skills.
9.	Some students lack access to the internet and the use of computers to support their studies.
10.	Some students lack space to study with adult support.
11.	Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
12.	School uniform can cause significant challenges for some families.
13.	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
14.	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.
15.	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.
16.	Narrowing the attainment gap.

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
Students who are disadvantaged achieve well and at least in line with national averages at the end of Key Stage 4.	Attainment 8/Progress 8 scores will be in line with national averages
Disadvantaged students' attendance will improve and be at or above the national average.	Average attendance of disadvantaged cohort is in line with the national average or above.
Improved rates of progress across KS3 for disadvantaged students, particularly for high attaining disadvantaged pupils.	Students who are disadvantaged make as much progress as other students identified as high attaining across Key Stage 3.
Disadvantaged students will have improved reading ability through successful interventions.	A larger proportion of disadvantaged students will be reading in line with their chronological age.
Disadvantaged students will be 'transition ready' and will progress to destinations in line with their aspirations.	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)

Budget – £60,000

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	8,14,16
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.	8,14,16
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, 14,8, 15, 16
Further embedding the Trust's literacy and numeracy policy and ensuring 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	8, 14, 16
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, 8, 9, 14 15,16

learning (Staff and Student POD)		
<p>Creation of posts to support improvement in areas identified as priorities for pupils eligible for PP.</p> <ul style="list-style-type: none"> - Pupil Premium - Wider engagement - Reading - T&L support - Rewards and House System - School Council - Careers 	<p>EEF : Effective Professional Development</p> <p>EEF: Teaching and Learning Toolkit</p> <p>EEF guide to pupil premium</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	2,3,4,6,7,11,13,14
Relaunch and rebranding of World Ready programme	EEF guide to pupil premium	15

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budget – £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps in maths and English are identified by teaching staff.	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	4,6,8,9,14,16
In all subjects, Heads of Department to identify pupils who need bespoke curricular intervention	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	4,6,8,9,14,16
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	5,7,8,11,14,16
To provide students with adult mentoring support, access to workspace and IT facilities to support their learning.	EEF : Mentoring	1,2,3,4,5,6,7,8,9,10,11,12,
To identify students with low levels of literacy and numeracy which impedes their learning and their confidence and facilitate /	EEF: Preparing for Literacy EEF: Improving Literacy –	8,14,16

enable bespoke provision to meet the identified needs.	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	2,4,6,7,8
Provision and staffing of spaces available to targeted children throughout the day.	NFER: Recovery during a pandemic	2,3,4,5,6, 9,16
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	1,2,3,4,5,6,7,8,11, 12, 15
Developing resilience and independent learning, through consistent setting, completion and marking of homework.	EEF: Guide to the pupil premium	4

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

Budget – £141,000

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	2,3,4,5,6,7,11,12,15
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	EEF: Improving Social and Emotional Learning in Primary Schools EEF: Guide to the pupil premium EEF: Healthy Minds DFE: Promoting and supporting	2,3,4,5,6,7, 11,12,15

prevent them from learning well (this includes support for those who have experienced bereavement)	mental health and wellbeing 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	11,12
Provision for clear post 16 guidance	EEF Guide to the Pupil Premium	7
Support for families from the family liaison officer.	EEF: Parental Engagement	1
Support for parents to become engaged with their children's learning through a range of activities.	EEF: Parental Engagement	9, 10

Total budgeted cost: £361,000

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 2023 to 2024 academic year.

The gap between disadvantaged and non-disadvantaged students is narrowing.

9 students from Y7 have been involved in the Peer Reading scheme. 6 disadvantaged students from years 9 and 10 have been mentors in this scheme. This represents 25% of the mentors.

100% of disadvantaged pupils progressed to post-16 education, employment or training in line with their career aspirations.

Ebacc entries are increasing for disadvantaged students (from 24% in 2024 to 36% in 2025).

Outcomes for disadvantaged students are also improving, particularly in Maths where the number of disadvantaged students achieving at grade 4 has gone from 48% in 2022 to 63% in 2024. The number of students achieving grade 5 in maths has gone from 185 to 37% in the same period. The number of students achieving a standard pass in English and maths has gone from 44% in 2022 to 61% in 2025. The number of students achieving a strong pass has gone from 16% to 37% in the same period.

The deployment of pupil premium funding has been utterly crucial in supporting our pupils.