

Pupil premium strategy statement – Rye Hills Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	768
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	H Zaheer
Pupil premium lead	L Jones
Governor / Trustee lead	M Saxton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£277,925

Part A: Pupil premium strategy plan

Statement of intent

As a school and a Trust, we are committed to ensuring that *every child experiences excellence every day*. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils—especially those from disadvantaged backgrounds—to thrive academically, socially, and emotionally.

All at Rye Hills Academy works hard to support disadvantaged pupils in all areas of their education, from the moment they arrive in our care. Our aim is that every disadvantaged pupil will achieve at least as well as their peers and to the best of their ability and that they 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 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, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (e.g. textbooks / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils struggle with their physical and mental wellbeing and there may be complex family situations that prevent children from flourishing. Some may 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 funding contributes to the work of the school in meeting the needs of those pupils by:

- ensuring that teaching and learning opportunities meet the needs of all 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, as well as high quality resources
- offering tuition in small groups or 1 to 1 where there is an 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 using 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, therefore, support high levels of 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
- providing a free breakfast offer each morning
- ultimately, meeting individual needs wherever possible and feasible.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data indicates that some of our disadvantaged pupils struggle to attend as regularly as we would expect, some are not as punctual as their peers.
2	Some disadvantaged pupils require extensive pastoral support because they struggle to manage their own emotions and behaviours.
3	Some disadvantaged pupils do not achieve as well as their peers. This is down to a wide range of contextual factors, e.g. lack of space to study at home, no IT access, lack of a healthy diet and some challenges with accessing school uniform. All of which can bring about low self-esteem and anxiety.
4	Some disadvantaged pupils have gaps in their numeracy and literacy skills, particularly on entry to Rye Hills Academy, especially those who are EAL and disadvantaged.
5	Some disadvantaged pupils need wider access to and experience of different enrichment experiences that widen their horizons and unlock future opportunities, to raise their aspirations.

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
Improve attendance (and punctuality) for those disadvantaged pupils who struggle to attend school as regularly as their peers.	<ul style="list-style-type: none"> • Implement weekly attendance monitoring for persistent absentees and ensure professional development of staff so they are aware of the impact attendance has on attainment.

	<ul style="list-style-type: none"> • Appropriate strategies are implemented to support improved levels of attendance for those pupils who need it. • Increased home engagement regarding attendance via strong communication links to allow effective collaboration. • Support plans created for persistent absentees to enable barriers to attendance to be tackled. • Incentives and rewards offered for recognition of improved attendance.
The behaviours for learning and, therefore, the self-esteem, motivation and resilience for those disadvantaged pupils who require additional pastoral support will improve.	<ul style="list-style-type: none"> • Continuous and immediate monitoring and responding to behaviour logs by senior leaders, the behaviour team and year managers, will deescalate and reduce frequency of sanctions/suspensions. • Patterns are identified daily with swift interventions and appropriate support is implemented. • Engagement with parents/carers will increase. They will be informed via behaviour log, with follow up emails, telephone calls and meetings, if needed. • Regular discussions are in place between the behaviour, pastoral and SEND teams to ensure all avenues of support being considered.
As a result of high-quality teaching and effective pastoral support, the achievement gap between disadvantaged pupils and non will reduce.	<ul style="list-style-type: none"> • The embedded curriculum will continue to be complemented by high-quality teaching. • Highly effective pastoral support will complement the work of those leading on achievement for pupils across the school. • Appropriate interventions will support pupils to improve their outcomes. • Homework completion data will demonstrate parity between this group and their peers. • No pupil will be without necessary uniform and equipment items. • Our disadvantaged cohort will perform in line with all pupils nationally in GCSE exams. • Destination data will demonstrate aspiration and show that our pupils are prepared for their next steps.
Support those pupils identified to develop their literacy skills, by improving reading	<ul style="list-style-type: none"> • Improved numeracy skills at KS3 for disadvantaged pupils evidenced in assessments.

<p>comprehension skills of disadvantaged pupils across KS3.</p> <p>Address gaps in numeracy, problem-solving and reasoning skills to improve attainment in mathematics at KS3 and GCSE for disadvantaged pupils</p>	<ul style="list-style-type: none"> • Targeted numeracy support for pupils at KS3 with low numeracy skills being delivered. • Increased reasoning and problem solving embedded in lessons to improve attainment. • Reduction in the gap between disadvantaged and non-disadvantaged pupils in GCSE mathematic results. • Implement targeted KS3 support for pupils identified with low reading comprehension, especially those who are EAL. • 'Fluency For All', evidence-based reading approach delivered as part of the KS3 English curriculum to develop reading skills. • Reading comprehension tests to assess improvements in comprehension skills. • Literacy Keys and Numeracy Locks Programme that embeds literacy and numeracy across the curriculum and is used consistently by all staff.
<p>All pupil premium pupils to participate in extra-curricular activities that increase cultural experiences and support with making informed decisions regarding their futures.</p>	<ul style="list-style-type: none"> • The provision for personal development, including CIAG is of consistently high quality. • Destination data demonstrates that a greater number of pupils are choosing appropriate and meaningful further education providers, or employment or apprenticeship routes. • Internal tracker to show that all pupils have taken part in at least one ongoing extra-curricular activity during the academic year. • An increase in participation of enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £92,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff to secure high quality teaching strategies underpinned by interleaving and retrieval practice and grounded through a rich, embedded, knowledge-based curriculum.	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>EEF guide to improving working memory</p> <p>EEF: Metacognition and Self-Regulated Learning</p>	1, 2, 3, 4, 5
Staffing costs to provide support and lead professional development.	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	1, 2, 3, 4, 5
<p>Deepen teacher's understanding of pedagogy across each curriculum area by engagement with subject specialists in their field.</p> <p>Visits to main feeder primary schools to work with Y6 pupils prior to transition, will be undertaken, to enhance teacher's understanding of prior knowledge to plan the curriculum effectively in the next key stage and make amendments as needed.</p>	<p>EEF: Effective Professional Development</p> <p>EEF: Teaching and Learning</p> <p>Toolkit Ofsted: Subject Curriculum research reviews</p>	2, 3, 4, 5
Staff training to improve tier 2/3 vocabulary acquisition across the curriculum so that pupils are able to access the full curriculum and articulate their understanding.	<p>EEF: Preparing for Literacy</p> <p>EEF: Improving Literacy – Supporting oral language development KS1/KS2</p> <p>EEF: Improving Literacy in Secondary Schools</p>	3, 4
Learning resources: Expenditure on textbooks, resources and training to support bespoke subjects. Expenditure on development and Maintenance of online	<p>EEF: Teaching and Learning Toolkit The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1, 2, 3, 4, 5

learning platforms for pupils to support learning (POD and EASI)	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support

Budgeted cost: £92,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps in mathematics and English identified by teaching staff. Mathematics and English leads plan for bespoke intervention to enable pupils to catch up on earlier work that is missed or poorly understood. Deliver series of lessons (1-1 or small group) to enable pupils to consolidate insecure learning and catch up with the schemes of learning.	EEF: Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	3, 4, 5
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	3, 4, 5
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.	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	3, 4, 5
Targeted reading intervention programme supported NGRT tests.	EEF: Teaching and Learning Toolkit - peer tutoring, small group work, reading comprehension	3, 4, 5

<ul style="list-style-type: none"> Battery of tests conducted by RS colleagues Small group phonics and reading comprehension interventions delivered by SEND team. 	EEF Secondary Literacy Guidance p30	
To provide pupils with adult mentoring support, access to workspace and IT facilities to support their learning.	EEF: Mentoring	1, 2, 3, 4, 5
To identify pupils with low levels of literacy and numeracy which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs.	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	1, 2, 3, 4, 5
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	1, 2, 3, 4, 5
Provision and staffing of safe spaces available for targeted children throughout the day.	NFER: Recovery during a pandemic	1, 2, 3, 4, 5
Social and Emotional Learning – interventions to support children with a range of skills including for example, emotional regulation, managing grief. Deployment of school counsellor and non-teaching Year Managers and external support.	EEF: Improving Social and Emotional Learning in Primary Schools NFER: Recovery during a pandemic	1, 2, 3, 4, 5

Wider strategies

Budgeted cost: £92,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team to work with families to reduce the absence of pupils who struggle to attend regularly.	EEF: Guide to the pupil premium – use of wider strategies relating to non-academic barriers	1, 2, 3, 5
Attendance intervention programme to work with families to reduce absence of pupils who struggle to attend regularly.	EEF: Guide to Pupil Premium	1, 2, 3, 5
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	1, 2, 3, 5
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 those who have experienced bereavement).	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 in schools and colleges	1, 2, 3, 5
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	1, 2, 3, 4, 5
Support for parents to become engaged with	EEF: Parental Engagement	1, 2, 4, 5

their children's learning through EASI system.		
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Total budgeted cost: £277,925

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The gap between disadvantaged and non-disadvantaged pupils is narrowing. Following disruption due to lockdown periods during Y7 and Y8, our Y11 leavers for 2025 have performed strongly in their public examinations.

Data analysis from the 2025 outcomes demonstrates that PP students made progress between Autumn 2024 Mock Exams and Summer 2025 Exams in line with non-PP peers. Following quality-first teaching, highly skilled intervention and bespoke support, we are delighted to report that the external examination period attainment data indicates that disadvantaged students achieved well. In addition, the percentage achieving a strong pass in both English and Maths has risen.

All pupils received bespoke support - both pastorally and academically – irrespective of their school stage. KS4 Pupil Premium eligible students were provided with the necessary revision resources and additional support in choosing their Post-16 next steps.

The deployment of pupil premium funding has been utterly crucial in supporting our pupils throughout the pandemic and ensuring a successful return to national examinations. All GCSE pupils with PP eligibility are provided with a full set of revision guides, revision materials and an appropriate calculator. During the external examination period in Year 11 and Year 13, the strategy of providing breakfast food and drink items has been received with very positive feedback. We are confident that our teachers know our students very well and are aware of their individual circumstances, personalities and needs. Our work with vulnerable children goes well beyond an FSM/PP eligibility and we are proud of the community ethos of excellence that we strive for, irrespective of background or starting point.