

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

Our support and intervention strategies focus on three key elements; academic achievement, attendance & punctuality, and development of cultural capital.

## School overview

Detail	Data
School name	Rainham Mark Grammar School
Number of pupils in school	1564 (1194 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	9.4% of Years 7-11
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21-2022/23
Date this statement was published	26/9/2022
Date on which it will be reviewed	1/9/2023
Statement authorised by	M Brown
Pupil premium lead	D Holeyman
Governor / Trustee lead	Eve Martin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,635

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Nationally, disadvantaged students perform less well than their peers. We identify lack of access to computers and appropriate homework spaces as contributing factors.
2	The costs of uniform, school equipment, and revision guides.
3	Parental aspirations and 'cultural capital deficit'. This includes the lack of cultural and academic resources being available at home, as well as a lack of certain cultural experiences and references hampering understanding.

### 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
1. Academic Achievement. Close the gap between disadvantaged students and their peers.	GCSE results will show a closing or closed achievement gap across all measured factors, including number of strong passes on 5 GCSEs, and number of 9-7s. It is important to the school that PPG funding isn't only used for the benefit of disadvantaged students who are underachieving, but also to support our most able in getting from grade 6s and 7s to 8s and 9s. Further down the school, reports will show a closing gap between disadvantaged students and their peers in both attainment and effort categories.
2. Attendance and Punctuality.	Attendance and punctuality will show a closing gap between disadvantaged students and their peers.
3. Cultural Capital. Create an environment where money is not a barrier to experience, achievement, and cultural enrichment.	Continue excellent existing systems of financial support towards trips, off-site P.E, residential visits and workshops, Willoughby Book Club, but also expand this to cultural experiences at home (via the Cultural Catalogue) and in the wider community (Cultural Passport). Success with Cultural Capital is intrinsically linked with Academic Success.

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: £0 *N/A we have a separate CPD budget.*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tutoring	EEF teaching toolkit: High impact for moderate cost	1
Small group tuition	EEF teaching toolkit: Moderate impact for low cost	1

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

Budgeted cost: £87,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club	EEF teaching toolkit: Homework- High impact for very low cost. School precedent: positive impact of making a homework club available to disadvantaged students.	1
Uniform and Equipment Provision	School precedent: impact of uniform on attendance, and school equipment and revision guides on closing the gap for attainment.	1 and 2

Trips, residential and visiting workshops	<p>EEF teaching toolkit: Oral language interventions, Collaborative learning approaches, social and emotional learning. All positive impact.</p> <p>School precedent: "Broadening horizons" as students experience new cultures, learning outside of the normal classroom environment. Invaluable Cultural Capital.</p> <p>Ofsted and NC focus on Cultural Capital; helping to "engender an appreciation of human creativity and Achievement".</p>	1 and 3
Breakfast provision	Breakfast made available to all disadvantaged students. Focused on encouraging punctuality, but also focus in morning lessons.	2
Willoughby Book Club	EEF teaching toolkit: Reading comprehension strategies- Very high impact. Arts participation- moderate impact, low cost.	1 and 3
Easter Revision Sessions	EEF teaching toolkit: Feedback, Mastery Learning, both high impact strategies.	1
The House System	<p>EEF teaching toolkit: Opportunities for collaborative learning approaches and peer tuition.</p> <p>School precedent: Allows achievements of disadvantaged students to be celebrated, and introduces them to opportunities they may not otherwise get to experience.</p> <p>As the school grows, the House System enables disadvantaged students to be a part of a true community.</p>	1 and 3
The Cultural Catalogue	<p>EEF teaching toolkit: Homework and Parental engagement.</p> <p>School precedent: Overwhelmingly positive reaction to the Cultural Catalogue and its impact on student development. See further information section.</p> <p>Ofsted and NC focus on Cultural Capital; helping to "engender an appreciation of human creativity and Achievement".</p> <p>"So many disadvantaged pupils may not have access to cultural capital, both in the home and then in their school." (Ofsted inspection framework document)</p>	1 and 3

The Cultural Passport	<p>EEF teaching toolkit: Depending on use of the Passport, benefits include One to one tuition, individualised instruction, small group tuition, arts participation, and physical activity. All with positive impacts on disadvantaged student development.</p> <p>Ofsted and NC focus on Cultural Capital; helping to “engender an appreciation of human creativity and Achievement”.</p> <p>“So many disadvantaged pupils may not have access to cultural capital, both in the home and then in their school.” (Ofsted inspection framework document)</p>	1 and 3
Instrument tuition	<p>EEF teaching toolkit: One to one tuition, individualised instruction, and arts participation with high and moderate positive impacts for very low cost.</p> <p>School precedent: Instrument tuition develops resilience, self-confidence, cultural experience, as well as academic achievement in Music and subjects beyond.</p> <p>Ofsted and NC focus on Cultural Capital; helping to “engender an appreciation of human creativity and Achievement”.</p> <p>“So many disadvantaged pupils may not have access to cultural capital, both in the home and then in their school.” (Ofsted inspection framework document)</p> <p>Ofsted and NC focus on Cultural Capital; helping to “engender an appreciation of human creativity and Achievement”.</p>	1 and 3
Support Staff funding	<p>Some of the PPG budget is used for a proportion of non-teaching staff wages. This funding is justified because of the direct impact this staffing has on PPG-eligible students and the 3 intended outcomes. E.g. data staff overseeing progress, attendance, and conduct. Reception staff responsible for attendance and punctuality, and communicating with parents. The librarian for academic progress and cultural capital.</p>	1, 2 and 3

**Total budgeted cost: £102,635**

## 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.

#### Academic Achievement:

1. Average End of Year Grades		
Year	Non-PPG	PPG
7	7.64	7.61
8	8.64	8.57
9	9.63	9.59
10 Final Grade	5.79	5.00
10 Value Added	-0.81	-1.22

Data shows a very narrow gap between PPG-students and their peers at Key stage 3; less than half a grade on average.

At Key Stage 4, the gap is larger with PPG students' average grade being  $\frac{3}{4}$  of a grade lower than non-PPG for Year 10. Similarly, in Year 10, PPG students make less progress than their non-PPG peers. The PPG team will liaise with curriculum leaders in order to ensure that PPG students are given opportunities to be put forward for interventions. PPG students will be encouraged to use homework club if required so that they can access extra support and IT equipment. SLT mentoring for PPG students who are underperforming. The introduction of Class Charts will enable closer analysis of PPG students so that they can be identified for extra support. The reintroduction of school trips across all year groups will enable disadvantaged students to experience opportunities for enrichment and to supplement their learning in School.

#### Year 11 GCSE Results 2021/22

	Disadvantaged Pupils	Other Pupils	All Pupils
Number of Pupils	17	194	211
Percentage	8.1	91.9	100.0
Progress 8 Score (17 Disadvantaged) *	-0.38	0.46	0.39
Attainment 8 Score	58.65	68.04	67.28

Data shows a gap between disadvantaged students and their peers at GCSE. On average, disadvantaged students achieved 58.65 Attainment 8, meaning their average grade was just below a 6. Whereas with their peers, the average grade was just below a 7.

Disadvantaged students also made less progress from KS2 than their peers, with disadvantaged students achieving a third of a grade lower than predicted, whilst their peers achieved almost half a grade higher than predicted. The downturn can be partly explained by the fact that several of the 17 had severe attendance issues and missed all of their target grades because of this. One of these pupils was due to a medical issue while another pupil missed all target grades and even received 2 U grades despite mass efforts in terms of interventions. These 2 students undoubtedly impacted on the progress 8 score. If these 2 students are removed then the progress 8 score changes to -0.18.

This is the first time in over 6 years that RMGS disadvantaged students have achieved a negative VA in Progress 8. Whilst there are contributing factors, such as an individual student's poor performance as described above causing dramatic data changes when they are 1 of 17, this emerging gap actually vindicates the strategies we employ.

The reality is Covid and lockdown continued to have an impact on student performance, with a disproportionate impact on disadvantaged students. School closures meant that this cohort did not have a full year in school until Year 11, and in that time issues with equipment and appropriate work places at home would be exacerbated. Likewise, restrictions meant that homework club was unable to run as normal, there were no trips abroad or, indeed, school trips of any kind. The sign that our strategies and support is working, is that when they had to stop for 3 years we saw this gap emerge.

### **Attendance and Punctuality**

<b>Year</b>	<b>Non- PPG (Years 7-11)</b>	<b>PPG</b>
% Average Attendance	90.1%	85.8%