

Pupil premium strategy statement

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	Rainham Mark Grammar School
Number of pupils in school	1544 (1174 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 (3 year plans are recommended)	2020/21-2022/23
Date this statement was published	29/9/2021
Date on which it will be reviewed	28/2/2021
Statement authorised by	T Watson
Pupil premium lead	D Holeyman
Governor / Trustee lead	T Scott-Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,465
Recovery premium funding allocation this academic year	£15,950
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	£117,415

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	The school recognises that the disruption to learning, caused by Covid-19 and lockdown, disproportionately affects the academic development of disadvantaged students.
2	The costs of uniform, school equipment, and revision guides
3	Parental aspirations and 'cultural capital deficit'. This includes cultural and academic resources being available at home.

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).

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: £ 15,950 (Recovery Premium)

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: £101,465

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, residentials 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

Total budgeted cost: £117,415

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 2020 to 2021 academic year.

1. Academic Achievement:

NB. Year 10 grades follow the 9-1 GCSE system. KS3 grades follow a similar system to the 9-1 system. E.g. The highest available grade for a Year 7 is 7.9, the lowest available grade is 7.0.

Average End of Year Grades		
Year	Non-PPG	PPG
7	7.59	7.55
8	8.62	8.54
9	9.58	9.54

Average End of Year Grades		
Year	Non- PPG	PPG
10 Final Grade	5.7	5.77
10 Value Added	-1.15	-0.87

Data shows a very narrow gap between PPG-students and their peers. Less than half a grade on average in Year 7 and 9, and in Year 10 the gap has been closed; in fact PPG students are narrowly surpassing their peers.

In Year 8, the gap is larger. Languages have been identified as a particular area where average grades between PPG and non-PPG students were a grade or larger apart. Languages often highlight a disparity between disadvantaged students and their peers, and the disruption caused by Covid preventing trips from taking place may have added to the lack of interest or relevance some students may feel about taking a language.

The Pupil Premium team will liaise with curriculum leaders to develop our existing academic support to include strategies for KS3 languages.

2. Attendance and Punctuality

Year	Non- PPG (Years 7-11)	PPG
% Average Attendance	88.4	84
% Average Lateness	1.26	2.1

3. Cultural Capital

As the flagship initiative for this year's Cultural Capital support, below is qualitative data about the impact of the Catalogue on students and their families.

Response to the Cultural Catalogue:

Uptake was very good, with 72 different PPG-eligible students (of 120 PPG students/60%) making use of their allocated funds. (Approximately £14,400 being made available from PPG funding).

Of this 72, 48 students are currently receiving free school meals, and 2 are LAC, showing the Cultural Catalogue was reaching those students who needed it the most.

Parent and guardian feedback was very positive, with the school receiving multiple messages of support:

"That's such a lovely idea - thank you!

"I'm a single parent with two children at your school so these items will make a huge positive difference."

"Thank you so much for offering us continued support particularly during this uncertain time."

"What a fantastic idea! I spent a lovely time with _____ going through the catalogue, deciding what she wanted."

"This is an amazing offer and will greatly benefit _____"

"I would like to express my thanks to you as a school for providing this for the pupils, it is very much appreciated by us."

"Thank you, I have one happy son 😊"

"Thank you so much for this opportunity."

"Thank you so much for this. What a lovely idea. "

"Thank you very much for contacting us and gifting us this opportunity."

"Thank you so much for these items, you have no idea the impact they will have on both children."

"We are very grateful for the support you and your team has provided."

Cultural Catalogue- Example Orders

To give you an idea of the breadth of different things a student could purchase, as well as what £200 could achieve, below are some example orders we received:

A year 8 student in receipt of free school meals ordered a kindle e-reader, a telescope, and a faux-leather office chair for their homework space.

A year 10 student in receipt of free school meals ordered a mechanical coding robot, a hydraulic arm (both STEM projects), a Rummikub game, and combined the Cultural Catalogue with the Cultural Passport to get a "Family of 2 adults and their children" year's subscription to the National Trust.

A year 7 student in receipt of free school meals ordered a telescope, the mechanical coding robot, Timeline and Articulate boardgames, LEGO Architecture- London Skyline set, and a "Colouring and Sketch" studio.

In the catalogue, there were resources for homework spaces, board games, STEM gadgets, and cultural days out. Across the 2 order days we have had so far, student have received 21 Kindle e-readers, 41 art sets, 16 desks and 29 chairs for homework spaces, as well as 14 family passes to places such as Chatham Dockyard, and English Heritage and National Trust memberships.