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	1566 (1174 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	15.8 (of Years 7-11)
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	09/11/2026
Date on which it will be reviewed	01/11/2027
Statement authorised by	Agnes Hart
Pupil premium lead	Andy Smith
Governor / Trustee lead	Kasia Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,360
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	£152,360

Part A: Pupil premium strategy plan

Context

The proportion of students eligible for the PPG currently sits at 15.8 % of the 7-11 cohort. This is higher than the national figure for Grammar schools, which was widely reported as 9.1 % for the 2025/26 academic year using data obtained from the school census. Within the local context our PPG figure is generally comparable to local grammar schools but significantly lower than local non-grammar schools.

Medway scores 6/10 on the IMD (where 10 is the most deprived), meaning that we are likely to have families who fit into the "just about managing" (JAM) bracket. This suggests that whilst targeted interventions will be of benefit to individuals who are in receipt of the PPG, a more holistic approach will likely benefit students who are outside of the scope of the PPG.

Statement of intent

Our intention is that all pupils make excellent progress across the curriculum: the focus of our pupil premium strategy is to ensure disadvantaged students (DA) achieve that goal and that gaps between DA students and their peers are closed. We consider the challenges faced by vulnerable students, such as those who have complex family situations and are under the care of our safeguarding team; our strategies proactively address their needs. Quality first teaching and curriculum rigour are at the heart of our academic approach; this is evidenced as having a positive impact. To ensure our students can access the curriculum, we aim to raise reading ages of DA students to align with their peers. We will do this through early identification and targeted interventions, in addition to language and vocabulary development across the curriculum. Our strategy aims to close the attendance gap between DA students and their peers by reducing levels of lost learning time. We shall remove the barriers to attendance by deploying support staff to maintain regular contact with DA students and their families, so that barriers to attendance can be identified and removed. Our strategy also focuses on broadening cultural capital by ensuring our DA students engage in extra-curricular activities and wider opportunities, through targeted approaches. Close tracking of our DA students will ensure equality of access and removal of barriers to engagement.

Challenges

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

Challenge number	Detail of challenge
1	Academic outcomes: Students to make similar progress to their peers in their subjects.
2	Attendance: Students' rates of attendance to be similar to their peers to remove low attendance as a barrier to academic achievement.

3	Access to the curriculum: Students to have equal access to academic resources and tutoring support where required.
4	Access to extra-curricular activities: Students to have equal access to clubs, trips and visits.

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 Outcomes	Success Criteria
Challenge 1: Academic Outcomes	KS4: Students to show similar progress as their peers according to the P8 measure. KS3: Students to show similar progress as their peers according to the RMGS KS3 APS measure.
Challenge 2: Attendance	Attendance and punctuality for students to align with the high standards expected for all.
Challenge 3: Access to the curriculum	Students to be able to access all appropriate resources for successful study Intervention applied in the form of targeted intervention and tuition based on reviews of data
Challenge 4: Access to extra-curricular activities	Rates of student attendance at clubs, events, trips and visits to be comparable to peers.

Activity in this academic year

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

Teaching

Budgeted cost: £113,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus 1: High quality lessons to ensure good outcomes for all students. <u>1) High quality learning through effective delivery</u> Focus on recall, modelling, scaffolding and effective questioning. Teachers to be focussed on DA students in lessons and target them for questioning in order to raise	NFER research on the most effective ways to support disadvantaged students: • Quality first teaching (importance of high-quality input in lessons) • On-going monitoring of the group to ensure progress in lessons and over time.	1

engagement and combat “desktop truancy”. • Teachers to use live feedback with focussed praise to reinforce learning. • Teachers to employ a range of adaptive and responsive teaching strategies “in the moment” during lessons. • Teachers to use low stakes testing and formative assessment in lessons to assess if recall improves. • Key Stage 3 assessments to be undertaken as a whole-school approach, to identify students falling behind and inform options choices. • Centralising resources for DA students (e.g. revision books, booklets on specific topics etc) to plug knowledge gaps in subjects. • Staff CPD on pedagogical techniques to support DA students, including adaptive teaching, reading and literacy, executive functioning and trauma informed practice. • SLT climate walks and observations will focus on adaptive teaching via a variety of pedagogical techniques, in particular live modelling and scaffolding including the use of visualisers and questioning, with the aim of teachers teaching lessons through the lens of DA students. • All staff to have identified their DA students, this will be evidenced through their seating plans and knowledge of the pupils during SLT-LM meetings. • Tracking of progress from start points for DA students. This will be the focus of Raising Attainment Meetings. Regular item in SLT meetings focusing on tracking of DA student progress. • PSA team to use data to support DA students.	• On-going high standards in all lessons. • Meeting students’ needs where specific needs have been identified through the use of data. • Investment in staff training to support the areas that leaders feel are needed in order to achieve this first measure/ teaching priority. • Holding staff accountable for the progress of this group of students <u>Links to the NFER research on excellence In education:</u> • Meeting students’ needs where specific needs have been identified through the use of data. • On-going monitoring of the group to ensure progress in lessons and over time. • On-going high standards (of Literacy/ vocabulary use) in all lessons • Staff development <u>Links to the EEF guide to pupil premium spending:</u> • All teachers including ECTs are effective in adaptive teaching methods and that CPD is put in place to support them. • Interventions in small groups to reinforce classroom teaching.	

• Department meetings: sharing of good practice in strategies to support DA students. 2) Monitoring data use for learning Purposes • Systematic academic monitoring of DA in lessons • Data points inform interventions (Maths and English for Y11 for example) and regular reviews of impact. • Interventions in small groups to reinforce classroom teaching (overlearning/pre-learning). • Cumulative assessment to ensure that gaps have been filled and that knowledge is secure (all KS) • Meetings with Faculty leaders to look at data and implement strategies for DA students falling behind. • Prioritise spaces at homework club for DA students to give access to computers. • Providing study spaces for DA students in Y11 classes (where needed), with computer access so they have access to homework and other resources. 3) Using rewards and prizes • Provide opportunities for DA students' achievements to be recognised. Focus on progress, attitude to learning, community involvement and attendance.	Report: the wrong side of the digital divide (June 20) "The move towards technology exposed the stark digital divide that exists in this country. Many of the poorest children are likely to be the most severely affected by the lack of technology access. For example, Office for National Statistics survey data published in 2019 tells us that around 60,000 children aged 11 to 18 in the UK do not have internet connectivity in their home, and around 700,000 do not have a computer, laptop, tablet or iPad at home."	1 and 3 1 and 4

Focus 2: Development of reading and language • KS3 base line reading tests to identify students in need of early intervention (chronological age vs reading age). • Reading interventions and regular testing to see the impact. • Reading as a form time activity at least once a fortnight • Whole school focus and raising the profile of habitual reading throughout the school • Focus on language and vocabulary development in all subjects. CPD on disciplinary literacy. • Learning walks to monitor that DA pupils are being challenged to use subject specific language in lessons. • Curriculum design, underpinned by PROUD, creates opportunities to develop speaking/reading skills inside and outside of lessons. • Oracy initiatives, such as LAMDA, Symposium, Shakespeare Schools and the school production for KS3. • Continue use of reading age tests to identify gaps in reading and to target students with low reading ages in order to close the gap. • Introduce Sparx Reader as the intervention of choice for reading.		1 and 4

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

Budgeted cost: £20,565

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

KS4:		
Data review post Year 11 mocks to identify students for targeted tuition by MyTutor. Impact to be monitored through tracking of progress and discussion with the students and teachers.	EEF teaching toolkit: High impact for high cost	1
Small group tuition - internal Targeted out-of-lesson interventions with identified DA students to close the gap. SISRA will be used to identify these students. Impact to be monitored through tracking of progress and discussion with the students and teachers.		
Year 11 Easter revision sessions. SISRA used to target DA students.	EEF teaching toolkit: High impact for low cost	1
Academic mentoring of students by KingsReach Support. Weekly meeting for a of six weeks minimum.		
	EEF teaching toolkit: High impact for high cost	2

KS3: 1) Literacy: Interventions for identified students with low reading scores (gap between chronological and reading ages) through Sparx Reader and small group interventions for years 7 and 8. Early identification of Dyslexia through screening 2) Numeracy: Maths intervention for identified students in Y7,8 and 9. Individual/small group interventions with these students from 6th form students in order to close gaps. 3) Academic mentoring of students by KingsReach Support. Weekly meeting for a minimum of six weeks.	LINKS to EEF tiered approach: Meeting students' needs where specific needs have been identified through the use of data. Structured interventions in small group or one-to-one basis for reading and comprehension	1 1 and 2

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

Budgeted cost: £18,435

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

Focus 1: overall well-being 1) increased capacity in the team to achieve: • reaching out towards hard to reach families, • counselling, • signposting to agencies, relaxation sessions before exams) • mental health/ emotional support within the school 2) Attendance • Attendance and Medical Needs Officer responsible for monitoring the attendance of DA pupils and to work with families to remove barriers to school attendance. • Attendance data to inform PSAs of which DA pupils to target. • PSAs to establish relationships with DA families in order to identify barriers to attendance and eliminate them. • Weekly attendance data to monitor effectiveness of these strategies. • Work in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services to create action plans for the families • Review strategies regularly in order to track if interventions and support is having impact. • Weekly BASS Meetings which include a focus on DA students. • Systematic letters related to attendance levels in place as routine. These are used to identify and inform student interventions.	<u>Links to the EEF tiered approach:</u> • Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Links to Gov UK: improving school attendance report	3 2

• All DA students, in all year groups will receive a termly check-in meeting with their PSA. The agenda for these meetings is tailored by cohort and time point throughout the year. Year 9 are to receive a bigger focus on their academic performance in order to prepare for GCSE.		

Focus 2: Tackling the opportunities gaps Homework Club Data used to identify DA students struggling with homework and referrals to homework club made by the pastoral team with communication to parents.	EEF teaching toolkit: Homework- High impact for very low cost. School precedent: positive impact of making a homework club available to disadvantaged students.	1
Support where needed with the cost of uniform if it creates a barrier to attendance. Equitable access to extracurricular activities and trips. Use of data, via Arbor to evaluate DA student attendance. Trips & Visits and extra-curricular activities. • Strategic focus from trip organisers and teaching staff to ensure that disadvantaged students are targeted to take part • New tiering of financial support available for PPG eligible students: 1. "Mission Critical" trips and visits (i.e. those where attendance is requisite to completing a course		1, 2 and 4 4

of study. 100% paid from PPG 2. Curriculum related trips and visits (e.g. a visit to a theatre to see a production of Macbeth for Year 11). A contribution to cost from the PPG made on each individual basis. 3. Enrichment related trips and visits (e.g. World Challenge type event or skiing trip). Typically, no PPG contribution is made in these circumstance, however, extended payment plans may be offered to reduce the financial burden. Resources provided to students: • Calculator and geometry set provided in Y7 (reviewed for Y11 students) • Textbooks, revision guides and other subject resources provided to pupils in Year 10, based on their person programme of study • Stationary provided when required to pupils in all years 7-11		3
Breakfast provision	Breakfast made available to all DA students. Focused on encouraging punctuality, but also focus in morning lessons.	1 and 2

The House System	EEF teaching toolkit: Opportunities for collaborative learning approaches and peer tuition. Allows achievements of DA students to be celebrated, and introduces them to opportunities they may not otherwise get to experience. As the school grows, the House System enables DA to be a part of a true community and have the opportunity to experience positions of leadership.	4
Instrument tuition Music has less curriculum time than before which may disproportionately affect DA students wishing to learn an instrument. Funding of tuition to close that gap.	EEF teaching toolkit: One to one tuition, individualised instruction, and arts participation with high and moderate positive impacts for very low cost. School precedent: Instrument tuition develops resilience, self-confidence, cultural experience, as well as academic achievement in Music and subjects beyond. Ofsted and NC focus on Cultural Capital; helping to "engender an appreciation of human creativity and Achievement". "So many disadvantaged pupils may not have access to cultural capital, both in the home and then in their school." (Ofsted inspection framework document) Ofsted and NC focus on Cultural Capital; helping to "engender an appreciation of human creativity and Achievement".	1, 3 and 4

Total budgeted cost: £152,360

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 2025-26 academic year.

At key stage 3, students are graded between 1-4 with 4 being the highest for their Attitude to Learning (ATL), students were awarded a score between 1-4 with 4 being the highest.

In year 10 grades were awarded based on GCSE grades 1-9 with 9 being the highest.

Academic Achievement:

1. Average End of Year Grades and ATL scores		
Year	**Non-DA**	**DA**
7	3.18 ATL 3.4	2.85 ATL 3.3
8	3.28 ATL 3.4	2.93 ATL 3.2
9	3.23 ATL 3.3	2.86 ATL 3.1
10 Final Grade	5.69 ATL 3.3	5.60 ATL 3.3

Data shows a narrow gap between disadvantaged students and their peers at Key stage 3. The gap increases slightly as student move through KS3 (by 0.04 of a point). We continue to address this through the pupil premium pastoral mentoring programme in kS3. The Year 9 parental information event targeted at families eligible for pupil premium grant will also be held for Year 7 parents to promote parents engagement from Year 7.

Research evidence from the Educational Endowment Foundation and the Sutton Trust consistently highlights that access to high-quality teaching and a strong curriculum are among the most significant factors in improving outcomes for young people. The quality of teaching has a particularly powerful impact on disadvantaged and vulnerable students, making it the most effective tool we have in helping every learner fulfil their potential.

At RMGS, our commitment to excellence in teaching is reflected through the consistent implementation of the *RMGS Way*. Data from learning walks and feedback from department and staff meetings has highlighted that the focus on our DA students in lessons continues to be evident. Strategies, such as the classroom GPS and annotated seating plans, are being employed by teachers as routine and continues to have a positive impact.

Central to this is our focus on the Big Three: checking for understanding, cold calling, and explaining the why. These evidence-informed strategies ensure that all students are actively engaged in learning, misconceptions are identified and addressed promptly, and students understand the purpose and relevance of their learning. Through high-quality classroom practice,

we seek to remove barriers to achievement and create the conditions for every student to succeed.

Year 11 GCSE Results 2025/26

	Disadvantaged Pupils	Other Pupils	All Pupils
Number of Pupils	28 (22)	207 (214)	235 (236)
Percentage	11.9 (9.3)	88.1 (90.7)	100.0
Attainment 8 Score	56.17 (60.20)	63.86 (63.21)	63.07 (62.93)

Attainment data show a gap between disadvantaged students and their peers at GCSE. On average, disadvantaged students achieved an Attainment 8 score of 56.17, meaning their average grade 5.62. Comparing to 6.02 for the previous cohort, shows a widening of the gap. Whilst this has halted the three-year trend of rapidly narrowing the gap which we achieved through our revised DA strategy; it should be noted that this year's figure remains higher than it was in the academic year 2023-24 (5.47) prior to the DA rapid action plan.

The four-year attainment 8 trend is outlined below

Academic year	2022-23	2023-24	2024-25	2025-26
Attainment 8	*49.6	54.9	60.2	56.2
National	35.0	34.6	34.9	35.6**

*prior to the implementation of the revised DA strategy.
**provisional at time of writing

The outcome of our DA students is significantly higher than the national

The strategy discussed in Part A has been developed with these stats in mind to re-establish the positive trend that has been seen.

As outlined in Part A, our DA students remain the focus in all lessons and teachers are being held to account for the progress that DA pupils make (the current Year 11 cohort have KS2 data available from 2022). Staff continue to receive researched based training in pedagogy aimed at benefiting DA students in the classroom.

Attendance and Punctuality

Year	Non- DA	DA
% Average Attendance	95.7 % (92.9)	91.5 % (90.2)

Disadvantaged students had a lower average attendance (-4.2 %) than non-disadvantaged students. This gap has slightly widened compared to last year when the difference was -2.9 % (92.9 % v 90.2 %). However, the actual attendance for DA students has improved on last year and there remains an improving picture in terms of whole-school attendance. The attendance strategy is three tiered to ensure universal support and an adapted approach for our priority students such as our PP students and those with multi flags e.g. PP and SEND. The attendance strategy is further adapted for students with persistent absence or severe persistent absence. Our attendance strategy has had a positive impact as our DA attendance is significantly above the national figure of 87.0 % with a gap of +4.5 % compared to the national non-DA figure.

We will continue to use intervention support from KingsReach for our students eligible for PPG and our priority students; one of their foci is that of improving attendance. We have also recruited an additional member of administrative staff; part of whose remit is to support the Attendance Officer to monitor and identify trends and patterns amongst our priority students.

Pupil Premium funding is used strategically to secure the best outcomes for disadvantaged and vulnerable students, helping to address inequalities and ensure equitable access to educational success. As the number of students eligible for Free School Meals continues to grow through the expansion of the programme, we remain committed to supporting all disadvantaged learners. While students eligible through the Expanded Free School Meals criteria do not attract Pupil Premium funding, we are determined that they will receive the same high levels of support, challenge, and opportunity as their peers.

Through a relentless focus on high-quality teaching, ambitious curriculum provision, and targeted support, RMGS remains committed to ensuring that every student, regardless of background or circumstance, can thrive academically, socially, and personally.