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	1562 (1195 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	9.04 of Years 7-11
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-24
Date this statement was published	11/12/2023
Date on which it will be reviewed	1/9/2024
Statement authorised by	Agnes Hart
Pupil premium lead	M Brown
Governor / Trustee lead	Eve Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,535
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	£104,535

Part A: Pupil premium strategy plan

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 rigor are at the heart of our academic approach; this is evidenced as having a positive impact. In order 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; DA student outcomes have not matched their peers in recent years.
2	Reading/ comprehension and vocabulary skills are presenting as a barrier to curriculum access.
3	Poor or inconsistent attendance is a barrier to continuity of provision.
4	Increases in safeguarding concerns, mental health needs and complex home environments are barriers for pupils engaging in learning.
5	Lack of engagement in opportunities to broaden cultural capital.

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
Challenge 1 Academic outcomes	KS4: • The P8 gap that exists between DA students and their peers is closed.
Challenge 2	KS3 • Gaps in reading ages for DA students are closed
Challenge 3	• Attendance and punctuality for DA students align to the high standards expected for all pupils.
For challenge number 4 Vulnerable DA students	• Suspension and behaviour data is not over represented by DA students. • Attitudes to learning data for DA students aligns to their peers.
Challenge number 5 Developing opportunities	• Equitable engagement and participation rates in enrichment opportunities.

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: £23.550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus 1: High quality lessons to ensure good outcomes for all students. 1) High quality learning through effective delivery • Focus on recall, Rosenshine and effective questioning. Teachers to	NFER research on the most effective ways to support disadvantaged students: • Quality first teaching (importance of high-quality input in lessons)	1

be focussed on DA students in lessons and target them for questioning in order to raise engagement and combat "desktop truancy".	• On-going monitoring of the group to ensure progress in lessons and over time.	
• SLT learning walks will involve conversations with DA students in order to establish frequency of questions asked in lessons.	• On-going high standards in all lessons.	
• Teachers to use low stakes testing to assess if recall improves.	• Meeting students' needs where specific needs have been identified through the use of data.	
• Resources for DA students (e.g. revision books, booklets on specific topics etc) to plug knowledge gaps in subjects.	• Investment in staff training to support the areas that leaders feel are needed in order to achieve this first measure/ teaching priority.	1
• Staff CPD on pedagogical techniques to support DA students, including adaptive teaching, reading and literacy.	• Holding staff accountable for the progress of this group of students	
• Learning walks and observations will focus on pedagogical techniques, in particular live modelling and scaffolding, with the aim of teachers teaching lessons through the lens of DA students.		1
• Tracking of progress from start points for DA students. This will be the focus of staff briefings termly and staff bulletins in order to update staff on the progress of DA students. Regular item in SLT meetings focusing on tracking of DA student progress.		
• CPD for teachers, middle leaders and the pastoral team on the use of data and SISRA to support DA students. PSAs will be meeting with DA students and parents regularly and SISRA will be used to help track progress, set targets and as a basis for discussion in these meetings.	Links to the EEF guide to pupil premium spending: • All teachers including ECTs are effective in adaptive teaching methods and that CPD is put in place to support them.	1
• Department CPD: sharing of good practice in strategies to support DA students.	• Interventions in small groups to reinforce classroom teaching.	1
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 (over-learning/pre-learning). • Cumulative testing 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. • Providing digital and study access to DA students in Y11 classes (where needed), so they have access to homework and other resources. • Opening IT facilities in school for DA students in Y11	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
3) Using rewards and prizes • Increase opportunities for recognising DA students' achievements including for progress, attitude to learning, community involvement, attendance	Link to Department for Education research (2018): • suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words (children in the top quartile know around 7,000 words).	1
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). • Use of LSAs for reading interventions and regular testing to see the impact. • Reading as a form time activity at least once a week		

• Whole school focus and raising the profile of reading throughout the school		1
• Focus on language and vocabulary development in all subjects. CPD on disciplinary literacy.		
• PAD observations and learning walks to monitor that DA pupils are being challenged to use subject specific language in lessons.	<u>Book summarising research on regards: The hidden cost of rewards: new perspectives on the psychology of Human</u> • Research showed that using rewards as a recognition tool has a positive impact on the psychology of Human and how they react and perform.	1
• Opportunities to develop speaking/reading skills in lessons and outside lessons -this will be achieved through involvement of DA students in PROUD projects and building opportunities to develop these skill in lessons.		
• Use of Accelerated Reader to identify gaps in reading and to target students with low reading ages in order to close the gap.	<u>Link 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	2
	<u>The EEF oral language intervention:</u> • Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.	
	<u>Link to Department for Education research (2018):</u> • suggests that, by the age of seven, the gap in the vocabulary known by	1

	children in the top and bottom quartiles is something like 4,000 words (children in the top quartile know around 7,000 words).	

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

Budgeted cost: £28,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4: overall targeted DA strategies: Small group tuition – outside provider • Focus on English and Maths. Several groups of students identified by data. Groups to be set based on target grades. Small group tuition - internal • Targeted interventions after school with identified DA students in order to close the gap. SISRA will be used to identify these students. • Monitoring the impact of interventions through tracking of progress and discussion with the students and teachers. • Year 11 Easter revision sessions. SISRA used to target DA students. • Year 11 silent study space at lunchtime and after school. Use of homework report data and PSAs to identify DA students. • Mentoring of DA students by SLT. SLT to meet with DA	EEF teaching toolkit: High impact for low cost EEF teaching toolkit: High impact for low cost	1

students in year 11 at least fortnightly in order to check on progress, set targets and to address any issues. • Oracy workshop for DA students, year 11 to begin with in order to increase confidence in oracy and debate.		1 and 2
	LINKS to EEF tiered approach: • Meeting students' needs where specific needs have been identified through the use of data. • Structured interventions Small group tuition or One-to-one support • oral language intervention approach to reading and comprehension (through accelerated readers	2
KS3: 1) Literacy: Interventions for identified students with low prior reading scores (gap between chronological and reading ages) through accelerated readers for years 7 and 8 early identification of Dyslexia through screening Willoughby Book Club for targeted DA students with low reading ages 2) Numeracy: Maths intervention for identified students in Y7,8 and 9. Individual/small group interventions with these students using a combination of LSAs, our own teaching staff and 6th form students in order to close gaps.		1

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

Budgeted cost: £52,325

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 • Recruitment of attendance 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.	<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 and 4 3

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.	EEF teaching toolkit: Homework- High impact for very low cost. School precedent: positive impact of making a homework club available to disadvantaged students.	1, 2
Support where needed with the cost of uniform if it creates a barrier to attendance. Equitable access to extra-curricular activities and trips. Use of data, in particular the EVOLVE system in order to ensure that DA students are fairly represented.	.	3, 4, 5 5
Breakfast provision	Breakfast made available to all DA students. Focused on encouraging punctuality, but also focus in morning lessons.	3 and 4

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 and 5
Instrument tuition Music has less curriculum time than before which may disproportionately effect 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, 4 and 5

Total budgeted cost: £104,535

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 2022-2023 academic year.

At key stage 3, students are graded between 1-4 with 4 being the highest. For ATL, students were awarded a score between 1-3 with 3 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	3.04 ATL 2.4	2.89 ATL 2.3
8	2.91 ATL 2.3	2.72 ATL 2.2
9	2.83 ATL 2.3	2.55 ATL 2.1

10 Final Grade	5.60 ATL 2.2	5.17 ATL2.2
10 Value Added	-0.78	-1.08

Data shows a narrow gap between disadvantaged students and their peers at Key stage 3. However, the data suggests that the gap is widening as they progress through key stage 3.

At Key Stage 4, DA students' average grade is just under half a grade lower than non-disadvantaged students for Year 10. Similarly, in Year 10, DA students make less progress than their peers. The introduction of SISRA for monitoring progress of DA students was still in its early stages with Curriculum Heads in particular not identifying those DA students in need of support early enough. Learning walks as well as feedback from department meetings and staff highlighted that there was not enough focus on DA students in lessons and teaching was not adequately adapted to cater for the needs of some DA students. This is a priority with our strategy going forward. See section A.

Year 11 GCSE Results 2022/23

	Disadvantaged Pupils	Other Pupils	All Pupils
Number of Pupils	19	222	241

Percentage	8.1	91.9	100.0
Progress 8 Score (18 Disadvantaged) *	-0.73	0.36	0.29
Attainment 8 Score	49.89	63.56	62.50

Data shows a gap between disadvantaged students and their peers at GCSE. On average, disadvantaged students achieved 49.89 Attainment 8, meaning their average grade was just below a grade 5. Whereas with their peers, the average grade was just above a 6, meaning that non-disadvantaged students outperformed their peers.

DA students also made less progress from KS2 than their peers. The progress 8 score for DA students was -0.73. The progress 8 figure for non DA students was 0.36. This represents a significant gap in progress. There were some success stories with 5 students having positive value added and 2 DA students exceeding their target grades in all subjects, in some cases by 2 or more grades. The overall downturn however, can be partly explained by the fact that 6 of the 19 had severe attendance issues and missed the majority of their target grades because of this. These students were suffering from severe pastoral issues such as mental health issues resulting in these students significantly underperforming in relation to their target grades despite the support strategies that were put in place such as mentoring, interventions, the providing of additional resources and one to one support in certain subjects. The outcomes of these students undoubtedly negatively impacted the data.

The reality is that despite the pandemic now having ended, it continued to have an impact on student performance, with a disproportionate impact on disadvantaged students. This cohort missed a huge proportion of key stage 3 in school and this undoubtedly had an impact on their key stage 4.and in that time issues with equipment and appropriate work places at home would be exacerbated. Mentoring of DA students by SLT was effective in some cases. Some of the students that were mentored were provided with a great deal of support and as a result performed better than they otherwise would have had this support not been put in place. However, some of the students mentioned above could have been identified and barriers to attendance and pastoral issued addressed sooner if contact had been made habitual and maintained lower down the school. Programmes of interventions by staff were impactful for some DA students but inconsistent across subjects and many did not target DA students specifically.

Moving forward, as explained in part A, our DA students are a focus in all lessons and teachers are being held to account for the progress DA pupils make. Staff are receiving researched base training in pedagogical techniques that will hopefully benefit DA students in the classroom. Extra training in the use of data and SISRA will enable teachers and leaders to target and track DA students more effectively. The second focus is to increase parental engagement and to better understand our DA students so that our approaches to individual students can become more bespoke. The pastoral team have been be making

regular contact with DA students and their families habitual so that any barriers to learning can be understood and overcome as early as possible.

Attendance and Punctuality

Year	Non- DA (Years 7-11)	DA
% Average Attendance	89.7%	85.8%