

# 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	1553 (1180 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	10.7 of Years 7-11
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25
Date this statement was published	17/12/2024
Date on which it will be reviewed	1/10/2025
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	£113,400
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	£113,400

# 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	Poor or inconsistent attendance is a barrier to continuity of provision.
3	Increases in safeguarding concerns, mental health needs and complex home environments are barriers for pupils engaging in learning.
4	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 continues to close. <ul style="list-style-type: none"> <li>•</li> </ul> KS3: <ul style="list-style-type: none"> <li>• Gaps in reading ages for DA students continue to close.</li> </ul>
Challenge 2 Attendance	<ul style="list-style-type: none"> <li>• Attendance and punctuality for DA students to align with the high standards expected for all pupils.</li> </ul>
Challenge 3  Vulnerabilities for DA students	<ul style="list-style-type: none"> <li>• Suspension and behaviour data is not over represented by DA students.</li> <li>• Attitudes to learning data for DA students aligns to their peers.</li> </ul>
Challenge 4  Developing opportunities	<ul style="list-style-type: none"> <li>• Equitable engagement and participation rates in enrichment opportunities.</li> </ul>

### 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

Budgeted cost: £72,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Focus 1: High quality lessons to ensure good outcomes for all students.</b> <u>1) High quality learning through effective delivery</u> <ul style="list-style-type: none"> <li>• Focus on recall, modelling, scaffolding and effective questioning. Teachers to</li> </ul>	NFER research on the most effective ways to support disadvantaged students: <ul style="list-style-type: none"> <li>• Quality first teaching (importance of high-quality input in lessons)</li> </ul>	1

<p>be focussed on DA students in lessons and target them for questioning in order to raise engagement and combat “desktop truancy”.</p> <ul style="list-style-type: none"> <li>• Teachers to use live feedback with focussed praise to reinforce learning.</li> <li>• Teachers to employ a range of adaptive teaching strategies “in the moment” during lessons.</li> </ul> <ul style="list-style-type: none"> <li>• Teachers to use low stakes testing to assess if recall improves.</li> <li>• Year 9 assessments to be undertaken as a whole-school approach, to identify students falling behind and inform options choices.</li> <li>• Centralising resources for DA students (e.g. revision books, booklets on specific topics etc) to plug knowledge gaps in subjects.</li> <li>• Staff CPD on pedagogical techniques to support DA students, including adaptive teaching, reading and literacy, executive functioning and trauma informed practice.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Upskilling of PSA team on use of data to support DA students.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going monitoring of the group to ensure progress in lessons and over time.</li> <li>• On-going high standards in all lessons.</li> <li>• Meeting students’ needs where specific needs have been identified through the use of data.</li> <li>• Investment in staff training to support the areas that leaders feel are needed in order to achieve this first measure/ teaching priority.</li> <li>• Holding staff accountable for the progress of this group of students</li> </ul> <p><u>Links to the NFER research on excellence In education:</u></p> <ul style="list-style-type: none"> <li>• Meeting students’ needs where specific needs have been identified through the use of data.</li> <li>• On-going monitoring of the group to ensure progress in lessons and over time.</li> <li>• On-going high standards (of Literacy/ vocabulary use) in all lessons</li> <li>• Staff development</li> </ul> <p><u>Links to the EEF guide to pupil premium spending:</u></p> <ul style="list-style-type: none"> <li>• All teachers including ECTs are effective in adaptive teaching methods and that CPD is put in place to support them.</li> <li>• Interventions in small groups to reinforce classroom teaching.</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
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- 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.
- 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

- Increase opportunities via HoY Briefings for recognising DA students' achievements including for progress, attitude to learning, community involvement, 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.”

**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 week
- Whole school focus and raising the profile of reading throughout the school
- 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.
- Curriculum design, underpinned by PROUD, creates opportunities to develop speaking/reading skills inside and outside of lessons.
- Oracy initiatives, such as Symposium, Shakespeare for Schools and the school production for KS3.
- Use of Accelerated Reader to identify gaps in reading and to target students with low reading ages in order to close the gap.



<p><b>KS3:</b></p> <p>1) Literacy: Interventions for identified students with low prior reading scores (gap between chronological and reading ages) through accelerated reader and small group interventions for years 7 and 8. Early identification of Dyslexia through screening Willoughby Book Club for targeted DA students with low reading ages</p> <p>2) Numeracy: Maths intervention for identified students in Y7,8 and 9. Individual/small group interventions with these students from 6<sup>th</sup> form students in order to close gaps.</p>	<p>LINKS to EEF tiered approach:</p> <ul style="list-style-type: none"> <li>Meeting students' needs where specific needs have been identified through the use of data.</li> <li>Structured interventions Small group tuition or One-to-one support</li> <li>oral language intervention approach to reading and comprehension (through accelerated readers)</li> </ul>	<p>1</p> <p>1</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Focus 1: overall well-being</b> 1) increased capacity in the team to achieve:</p> <ul style="list-style-type: none"> <li>reaching out towards hard to reach families,</li> <li>counselling,</li> <li>signposting to agencies, relaxation sessions before exams)</li> <li>mental health/ emotional support within the school</li> </ul> <p>2) Attendance</p> <ul style="list-style-type: none"> <li>Attendance and Medical Needs Officers responsible for monitoring the attendance of DA pupils and to work with families to remove barriers to school attendance.</li> </ul>	<p><u>Links to the EEF tiered approach:</u></p> <ul style="list-style-type: none"> <li>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</li> </ul>	<p>2 and 3</p>



<ul style="list-style-type: none"> <li>• Attendance data to inform PSAs of which DA pupils to target.</li> <li>• PSAs to establish relationships with DA families in order to identify barriers to attendance and eliminate them.</li> <li>• Weekly attendance data to monitor effectiveness of these strategies.</li> <li>• 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</li> <li>• Review strategies regularly in order to track if interventions and support is having impact.</li> <li>• Recruitment of KingsReach Support for identified DA students with primary focus on attendance at KS4</li> <li>• Weekly BAS Meetings which include a focus on DA students.</li> <li>• Systematic letters related to attendance levels in place as routine. These are used to identify and inform student interventions.</li> </ul>	<p>Links to Gov UK: improving school attendance report</p>	<p>2</p>
<p><b>Focus 2: Tackling the opportunities gaps</b></p> <p>Homework Club</p> <p>Data used to identify DA students struggling with homework and referrals to homework club made by the pastoral team with communication to parents.</p>	<p>EEF teaching toolkit: Homework- High impact for very low cost. School precedent: positive impact of making a homework club available to disadvantaged students.</p>	<p>1</p>

<p>Support where needed with the cost of uniform if it creates a barrier to attendance.</p> <p>Equitable access to extracurricular activities and trips. Use of data, via Edulink in order to evaluate DA student attendance.</p> <p>Trips &amp; Visits and Extra-curricula activities.</p> <ul style="list-style-type: none"> <li>• Strategic focus from trip organisers and teaching staff to ensure that disadvantaged students are targeted to take part</li> <li>• New tiering of financial support available for PPG eligible students: <ol style="list-style-type: none"> <li>1. “Mission Critical” trips and visits (i.e those where attendance is requisite to completing a course of study. 100% paid from PPG</li> <li>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.</li> <li>3. Enrichment related trips and visits (e.g. World Challenge type event or skiing trip). Typically, no PPG contribution is made in these circumstances.</li> </ol> </li> </ul>		<p>2, 3, 4</p> <p>4</p>
<p>Breakfast provision</p>	<p>Breakfast made available to all DA students.  Focused on encouraging punctuality, but also focus in morning lessons.</p>	<p>2 and 3</p>

<p>The House System</p>	<p>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.</p>	<p>3 and 4</p>
<p>Instrument tuition</p> <p>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.</p>	<p>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”.</p>	<p>1, 3 and 4</p>

**Total budgeted cost: £113,400**

## 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 2023-2024 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 1-5 with 5 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	2.95 ATL 3.7	2.76 ATL 3.6
8	3.04 ATL 3.6	2.91 ATL 3.5
9	2.91 ATL 3.6	2.74 ATL 3.4
10 Final Grade	5.78 ATL 3.4	5.07 ATL 3.4
10 Value Added	-1.04	-1.46

Data shows a narrow gap between disadvantaged students and their peers at Key stage 3. However, the data suggests that the gap is narrowing as the students progress through the school (gap for Y8 is 0.02 less than it was in Y7 for the previous year, gap in Y9 is 0.02 less than it was in Y8 for the previous year). The gap for Y10 compared to when they were in Y9 (in the previous academic year) is comparable – 0.28 of a grade over 4 grades (7.0 % difference) in Y9 (2022-23), whereas it's 0.7 of a grade over 9 grades (7.8 % difference) in Y10.

At Key Stage 4, DA students' average grade is just under three quarters of a grade lower than non-disadvantaged students for Year 10. Similarly, in Year 10, DA students make less progress than their peers. These are bigger gaps than 2022-23 (attainment gap 0.71 compared to 0.43 and progress gap 0.43 compared to 0.30). Whilst this is a concern that needs to be addressed, it is worth remembering that this report's Y10 cohort, had no KS2 SATs and had severe disruption to their first year of secondary school (Covid bubbles and a second lockdown).

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. Adaptive teaching strategies are a priority with our strategy going forward. See section A.

## Year 11 GCSE Results 2023/24

	Disadvantaged Pupils	Other Pupils	All Pupils
Number of Pupils	14	222	236
Percentage	5.9	94.1	100.0
Progress 8 Score (18 Disadvantaged) *	-0.52	0.31	0.26
Attainment 8 Score	54.71	63.58	63.05

Data shows a gap between disadvantaged students and their peers at GCSE. On average, disadvantaged students achieved 54.71 Attainment 8, meaning their average grade was significantly above a grade 5 (5.47), this is a dramatic improvement on the previous year where the average grade was just below 5. Whereas with their peers, the average grade was above 6 (6.36) which is unchanged from 2022-23, meaning that whilst non-disadvantaged students still outperformed their peers, the gap in attainment has significantly narrowed.

DA students also made less progress from KS2 than their peers. The progress 8 score for DA students was -0.52, whilst the progress 8 figure for non DA students was 0.31. This does represent a significant gap in progress, but shows significant improvement from 2002-23 where the difference was over a grade (1.09), for 2023-34 the difference was 0.83, thus a closing of that gap by over a quarter of a grade. Poor attendance is the major contributing factor in this and presents one of the foci for the coming academic year (see Section A.)

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. 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 could have had barriers to attendance and pastoral issues addressed sooner. Part A seeks to address this for the current academic year.

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 continue to receive researched based training in pedagogy aimed at benefiting DA students in the classroom. Additional, early 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 attendance and to better understand our DA students so that our approaches to individual students can become more bespoke.

## **Attendance and Punctuality**

<b>Year</b>	<b>Non- DA</b>	<b>DA</b>
% Average Attendance	92.0%	90.1%

Disadvantaged students have slightly lower average attendance (-1.9 %) than non-disadvantaged students. Although this figure is heavily skewed by two students, who, due to significant mental health needs had less than 20 % attendance. If these two students are removed from the above analysis, the gap falls to -0.5 %. Comparison to the 2023-24 data - gap of -3.9 % (89.7 % v 85.8 %), this shows not only a closing of the gap, but an improvement in attendance overall. This can be attributed to the appointment of a full time Attendance Officer at RMGS, who is able to monitor and act quickly when attendance issues become apparent.

It is worth noting that the level of persistent absence is lower in disadvantaged students compared to non-disadvantaged which is a positive.

For the 2024-25 academic year we have enlisted intervention support from KingsReach for disadvantaged students, one of their foci is that of improving attendance.