

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	1569 (1178 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	10.6 (of Years 7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	19/12/2025
Date on which it will be reviewed	1/10/2026
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	£140,635
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	£140,635

Part A: Pupil premium strategy plan

Context

The proportion of students eligible for the PPG currently sits at 10.2 % of the 7-11 cohort. This is higher than the national figure for Grammar schools, which currently sits at 7.9 % (Schools Week 2023).

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 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 <ul style="list-style-type: none"> continues to close. KS3: <ul style="list-style-type: none"> Gaps in reading ages for DA students continue to close.
Challenge 2 Attendance	<ul style="list-style-type: none"> Attendance and punctuality for DA students to align with the high standards expected for all pupils.
Challenge 3 Vulnerabilities for DA students	<ul style="list-style-type: none"> Suspension and behaviour data is not over represented by DA students. Attitudes to learning data for DA students aligns to their peers.
Challenge 4 Developing opportunities	<ul style="list-style-type: none"> 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

Budget cost: £100, 635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus 1: High quality lessons to ensure good outcomes for all students.</p> <p><u>1) High quality learning through effective delivery</u></p> <ul style="list-style-type: none"> • 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 engagement and combat “desktop truancy”. • Teachers to use live feedback with focussed praise to reinforce learning. • Teachers to employ a range of adaptive teaching strategies “in the moment” during lessons. • 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. 	<p><u>NER research on the most effective ways to support disadvantaged students:</u></p> <p>Quality first teaching (importance of high-quality input in lessons)</p> <p><u>Links to the EEF guide to pupil premium spending:</u></p> <ul style="list-style-type: none"> • 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. <p>Research by the EEF shows that metacognition and self-regulation strategies form part of the fabric of successful learning, having a significant impact on student’s academic performance. Research shows that DA students are less likely to use these techniques, and therefore, gain from their use.</p>	1
<ul style="list-style-type: none"> • Teachers to use low stakes testing 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. • 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. 	<ul style="list-style-type: none"> • On-going monitoring of the group to ensure progress in lessons and over time. • On-going high standards in all lessons. • Holding staff accountable for the progress of this group of students 	1
<p><u>2) Monitoring/ data use for learning Purposes</u></p> <ul style="list-style-type: none"> • Systematic academic monitoring of DA in lessons • Data points inform interventions • (Maths and English for Y11 for example) and regular reviews of impact. 	<p><u>Links to the NFER research on excellence In education:</u></p> <ul style="list-style-type: none"> • Meeting students’ needs where specific needs have been identified through the use of data. 	1

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	
<p>3) Using rewards and prizes</p> <ul style="list-style-type: none"> • Increase opportunities via HoY Briefings for recognising DA students' achievements including for progress, attitude to learning, community involvement, attendance. 	<p><u>LINKS to EEF tiered approach:</u></p> <ul style="list-style-type: none"> • Meeting students' needs where specific needs have been identified through the use of data. • Structured interventions Small group tuition or Oneto-one support • Oral language intervention approach to reading and comprehension. <p><u>Report : the wrong side of the digital divide (June 20)</u> • "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</p>	3 and 4
<p>Focus 2: Development of reading and language</p> <ul style="list-style-type: none"> • 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 reading throughout the school • Focus on language and vocabulary development in all subjects. CPD on disciplinary literacy. • Curriculum design, underpinned by PROUD, creates opportunities to develop speaking/reading skills inside and outside of lessons. • Oracy initiatives, such Symposium, Shakespeare for Schools and the school production for KS3. <p>Use of Bedrock to identify gaps in reading and to target students with low reading ages in order to close the gap.</p>	<p><u>LINKS to EEF tiered approach:</u></p> <ul style="list-style-type: none"> • Meeting students' needs where specific needs have been identified through the use of data. • Structured interventions Small group tuition or Oneto-one support • Oral language intervention approach to reading and comprehension. <p><u>Research findings by the Educational Endowment Foundation</u>, incorporating the work of the <u>Sutton Trust</u>, show that access to high quality teachers and curriculum are critical.</p>	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge numbers) addressed
<p>KS4: overall targeted DA strategies:</p> <p>Small group tuition – outside provider</p> <ul style="list-style-type: none"> Focus on subjects where there are identified gaps. Several groups of students identified by data. Groups to be set based on target grades. Students complete intervention in school using ICT provided by the school in order to support our DA students to access digital devices. <p>Small group tuition - internal</p> <ul style="list-style-type: none"> Targeted out-of-lesson interventions 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. <p>Mentoring of DA students by KRS. Weekly meeting for a minimum of six weeks.</p>	<p><u>Report: the wrong side of the digital divide (June 20)</u></p> <p>“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.”</p> <p><u>Link to the NFER research on excellence in education:</u></p> <ul style="list-style-type: none"> 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. 	<p>1</p>
<p>KS3:</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</p> <p>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.</p>	<p>LINKS to EEF tiered approach:</p> <ul style="list-style-type: none"> 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 	<p>1</p> <p>1</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus 1: overall well-being 1) increased capacity in the team to achieve:</p> <ul style="list-style-type: none"> reaching out towards disenfranchised families, counselling, signposting to agencies, relaxation sessions before exams) mental health/ emotional support within the school 	<p><u>Links to the EEF tiered approach:</u></p> <ul style="list-style-type: none"> Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. 	<p>2 and 3</p>
<p>2) Attendance</p> <ul style="list-style-type: none"> Attendance and Medical Needs Officers 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. Recruitment of KingsReach Support for identified DA students with primary focus on attendance and attitude at KS4 Weekly BASS Meetings which include a focus on DA students. 	<p><u>Links to the EEF tiered approach:</u></p> <ul style="list-style-type: none"> Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Research on EBSA: goes across safeguarding and attendance Emotionally Based School Avoidance (EBSA) is a term used to describe children and young people (CYP) who experience challenges in attending school due to negative feelings (such as anxiety). EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school. If tackled early, it can reduce the persistent absences. 	<p>3 and 4</p>

<ul style="list-style-type: none"> • Systematic letters related to attendance levels in place as routine. These are used to identify and inform student interventions. • 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. 	<p><u>Links to Gov UK: improving school attendance report</u></p> <ul style="list-style-type: none"> • Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence. • Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers. 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 	
<p>Focus 2: Tackling the opportunities gaps</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>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 & Visits and Extra-curricular activities.</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Essential curriculum trips and visits (i.e. those where attendance is requisite to 	<p><u>EEF teaching toolkit:</u> Homework- High impact for very low cost. School precedent: positive impact of making a homework club available to disadvantaged students.</p> <p><u>Link to DFE research on motivation in PP students and the tiered approach from the EEF</u></p> <ul style="list-style-type: none"> • A key finding from the research was that successful support for the most academically able disadvantaged pupils was not about a single intervention. It was about a suite of activities that, individually and together, made a positive impact. • In addition to academic extension, cultural enrichment, personal development and removal of financial barriers to achievement were needed for a full impact on the high ability PP. • Participation in extra-curricular activities provides personal enrichment and achievement. It promotes 	<p>3, 4</p> <p>2, 3, 4</p> <p>4</p>

<p>completing a course of study. 100% paid from PPG</p> <p>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.</p> <p>3. Enrichment related trips and visits (e.g. World Challenge type event or skiing trip). Typically, no PPG contribution is made in these circumstances.</p>	<p>personal development and skills whilst also raising self esteem. Higher aspirations are encouraged within a sense of community and enjoyment.</p>	
<p>Breakfast provision</p>	<p>Breakfast made available to all DA students. Focused on encouraging punctuality, but also focus in morning lessons. In addition to academic extension, cultural enrichment, personal development and removal of financial barriers to achievement were needed for a full impact on the high ability PP.</p>	<p>2 and 3</p>
<p>The House System</p>	<p><u>EEF teaching toolkit</u>: 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><u>EEF teaching toolkit</u>: 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>	<p>1, 3 and 4</p>
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Total budgeted cost: £140,635

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 2024-2025 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	2.94 ATL 3.7	2.76 ATL 3.5
8	2.92 ATL 3.6	2.68 ATL 3.4
9	2.85 ATL 3.7	2.77 ATL 3.6
10 Final Grade	5.65 ATL 3.6	5.15 ATL 3.3

Data shows a narrow gap between disadvantaged students and their peers at Key stage 3. However, the data suggest, in terms of a general trend that the gap narrows as the students progress through KS3.

At Key Stage 4, DA students' average grade is exactly half a grade lower than non-disadvantaged students for Year 10 (last year this figure was almost three quarters of a grade).

Learning walks as well as feedback from department meetings and staff has highlighted that there has been a bigger focus on DA students in lessons. Strategies, such as the classroom GPS, have been employed by teachers over the last academic year and this evidence is suggesting that this is having an impact. Responsive teaching is a priority within our DA strategy going forward. See section A.

Year 11 GCSE Results 2024/25

	Disadvantaged Pupils	Other Pupils	All Pupils
Number of Pupils	22	214	236
Percentage	9.3	90.7	100.0
Progress 8 Score (22 Disadvantaged)	0.42*	0.31*	0.32*
Attainment 8 Score	60.20	63.21	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 60.20, meaning their average grade was just over a grade 6 (6.02). Comparing to 5.47 for the previous cohort and 4.99 for the cohort before that, this is showing a 3 year improving trend. Comparison against the non-disadvantaged cohort shows that DA students have achieved,

on average, 0.30 grades lower than the rest of the cohort (average grade 6.32). Again, this is showing an improving 3 year trend as the difference last year was 0.89. and the previous year was 1.37. The attainment gap is narrowing.

This year DA students have made more progress from KS2 than their peers. The unadjusted progress 8 score for DA students was 0.42, whilst the unadjusted progress 8 figure for non-DA students was 0.31. It must be noted that these numbers are not able to be compared to previous years, as due to the absence of KS2 SATS for this cohort, there is no national measure. Our “unadjusted Progress 8” figure has been generated by comparison of schools nationally who use SISRA Analytics and whilst this isn’t a nationally validated figure, it does provide meaningful comparison with our own setting.

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

Year	Non- DA	DA
% Average Attendance	92.9 % (92.0)	90.2% (90.1)

Disadvantaged students have slightly lower average attendance (-2.7 %) than non-disadvantaged students. Although this figure is heavily skewed by one student, who, due to significant health needs had less than 5 % attendance. Comparison to the 2024-25 data - gap of -1.9 % (92.0 % v 90.1 %), suggests that the gap has slightly widened, albeit with the student < 5% attendance included. There remains an improving picture in terms of attendance overall. It is also worth noting that our DA attendance is significantly above the national figure of 84.5 % with a gap of 7.7 % compared to the national non-DA figure. 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.

For the 2025-26 academic year we will continue to use intervention support from KingsReach for disadvantaged students, one of their foci is that of improving attendance.