

Pupil Premium Information

Pupil Premium (PPG) allocation for Rainham Mark Grammar School for April to March 2015/16, was £100,910 from the Deprivation Pupil Premium fund. These funds support the learning of 115 pupils (including 6 service children students in Years 7 to 11). Currently 12 students in the sixth form receive a bursary award totalling £7360.

This money was to help raise achievement of the most disadvantaged pupils within the school. Careful thought has been given as to the way in which the school has used this funding to ensure the maximum positive impact on pupil attainment. The school has been guided by research evidence gathered and produced by The Sutton Trust (Durham University) on the most effective strategies to improve learning, particularly for the less advantaged pupils.

The Pupil Premium was spent on the following:

□ **Staff Training and Development** – focusing on the most effective ways of tracking and monitoring students, especially groups such as PPG students. This SIMS discovery based training was delivered to all teaching staff through a Continuing Development Programme of Teaching and Learning. All staff received just over 4 hours training during the academic year.

□ **The Literacy, Numeracy and Science Intervention Programme** – This programme focused on the training and use of peer tutoring and peer assisted learning. Funding was used to plan and coordinate the programme, select and train the most appropriate pupils to become peer tutors and to monitor, supervise and support the pupils receiving intervention throughout the year. It was also used to meet some of the costs of additional resources used on this programme.

□ **After School Self Improvement clubs** – these clubs provide pupils with an opportunity to further develop some of their basic skills such as handwriting and spelling. They are fun clubs where pupils can relax and tackle their weak areas in an environment conducive to the further develop of both their ability and self-esteem. Pupils thoroughly enjoy taking part in these clubs and develop greater self-confidence and a sense of achievement. The more vulnerable pupils tend to take advantage of these clubs and the resources on offer.

□ **Homework Club** – The school has allocated some of the pupil premium funding to the provision of the 'Biscuit Club'. This is an after school club run by teachers and Senior Students to enable all pupils who are experiencing problems with their knowledge and understanding of topics and/or have difficulty completing homework in their home environment.

□ **Easter Revision Workshops for GCSE and A Level examinations** – Some of the pupil premium funding was allocated to the provision of revision workshops to help pupils with their revision for their forthcoming public examinations. Whilst pupils make a small contribution to the costs of this provision, the funding ensures that no pupil is ever excluded from these workshops due to poverty and deprivation.

□ **Information and Communication Technologies** – Pupil premium funding has been used to provide technology to support learning and the careful monitoring of pupil progress and achievement. Examples of technologies purchased to support learning are interactive whiteboards, computers in some classrooms, word processors, Alphasmart keyboards, Literacy and Maths software and other interactive software. 10 Laptops have been provided

to PPG students to facilitate their learning where no such provision is available for them at home.

□ **Educational Visits and Cultural/Social Development**– Pupil premium funding has been used to provide financial support to enable students to attend educational visits they may have otherwise been unable to go on due to cost. For instance, 7 Y9 students went on a German trip to Aachen to develop their linguistic skills for GCSE. In addition the funding has paid for music lessons (e.g. guitar and flute lessons) for our more disadvantaged.

□ **Special Needs and Disability (SEND)** – as a significant number of the most vulnerable and deprived pupils are also on the Inclusions Profile (SEND register), some of the funding has been used to ensure that staff received awareness and specific training on the different needs of the SEND pupils they are teaching (e.g. mental health first aid). SEND pupils are supported to aspire to a place in university, a higher education college or a work placement. The school devotes resources to the provision of mentors to support these pupils on a one to one basis (e.g. Educational Psychologist).

To ensure that all pupils are fully included in school activities, some pupil premium funding was put aside to financially support the more vulnerable and deprived students thus enabling them to participate in all aspects of school life at RMGS.

The impact of the Pupil Premium Funding for academic year 2015/6

□ Pupils receiving support from the Pupil Premium Funding achieved above the national average in their GCSE examinations.

□ In 2015/6, there were 21 students eligible for the PPG in Year 11 who took GCSEs at RMGS. 100% of students passed with five or more GCSEs (including English and Maths) at grade C or above compared to 98.8% for non-PPG students. Their averaged point per pupil (best 8) was **399.6** compared with **400.8**. Note that the non-PPG students decreased by **2.8 points (from 403.6)** PPG students improved by **14.2 points, so closing the gap considerably**. Please note the data is not yet verified owing to remarks and so is, as yet, incomplete. FFT analysis gives attainment of PPG students as an average of 6.7 (between an A and a B grade) for their best 8 subjects, including English and Maths; compared to 6.6 for non-PPG students (a B grade is 6 points and an A grade is 7 points). A key indicator is progress 8 which shows how students have performed compared to what is expected of someone of their ability. PPG students scored **+0.22** and non-PPG students scored **+0.24**. The National average between PPG and non-PPG students was PPG students scored -0.47 worse than non-PPG students

(two prior years included to allow comparisons year on year)

□ In 2014/15, there were 23 students eligible for the PPG in Year 11 who took GCSEs at RMGS. 91% of students passed with five or more GCSEs at grade C or above. Their averaged points per pupil (best 8) was 385.4 and their average number of GCSEs was 11.6 compared with 403.6 and 12.3, respectively. Note that although the non-PPG students improved by **4.9 points (from 398.7)** PPG students improved by **6.5 points, so closing the gap**. Of the 23 PPG students, 87% achieved the expected progress between KS2 and KS4 in English and 87% also did so in Mathematics, compared with 95% and 93%, respectively, for non-PPG students.

□ In 2013/14, there were twelve students eligible for the PPG in Year 11 who took GCSEs at RMGS. 100% of students passed with five or more GCSEs at grade C or above. Their averaged total KS4 points score was 529.6 and their average number of GCSEs was 11.6 compared with 592.6 and 12.4, respectively. Of the twelve PPGs students, 64% achieved the expected progress between KS2 and KS4 in English and 100% did so in Mathematics, compared with 94.3% and 100%, respectively, for non –PPG students.

CLOSING THE GAP

	2016	
	PPG	Non PPG
Number of pupils	21	155
% of pupils	12	88
5+ A*-C including English and Maths	100	98.8
Attainment 8	6.7	6.6
% EBacc	57%	62%
Progress 8	+0.22	+0.24
% progress A*-C English and Maths	+4%	+4%
% progress EBacc	+2%	+9%
Average points per pupil - best 8	399.6	400.8

CLOSING THE GAP

	2015		2014	
	PPG	Other	PPG	Other
Number of pupils	23	155	11	161
% of pupils	13	87	6	94
5+ A*-C including English and Maths	91	98	100	98
% making expected progress in English	87	95	64.0	94.0
% making expected progress in Maths	87	93	100	91.1
Best 8 value added	1005.8	1026.2	988.5	1028.9
lower confidence limit	974.8	1014.5	945.3	1017.8
upper confidence limit	1036.8	1037.9	1031.8	1040.3
Average entries per pupil	11.6	12.3	11.5	12.2
Average points per pupil - best 8	385.4	403.6	378.9	398.7

□ The most vulnerable and deprived are not excluded from attending in-school and extra-curricular activities.

□ Positive feedback from pupils, parents and teachers following intervention support and after-school clubs reveals that pupils feel more confident in their own abilities and increased self-esteem. This has a positive impact on their performance in class and in their homework assignments.

- Teachers are more confident in their approach to assessment and to tracking and monitoring PPG students

For the **financial year 2016/17**, Rainham Mark is due to receive £95,900 from the Deprivation Pupil Premium fund. Our intention is to continue with our established programme of effective strategies, and to continue to monitor progress and develop new strategies. Some new proposals for academic year 2016/7 include:

- Further developing teaching skills in effective character development, such as resilience, by bringing a renowned expert on the subject to support staff
- To develop independent and reflective learners, in order to promote self-confidence and aspirations

To develop a cashless canteen system so FSM students (including all PPG students) are not visible in acquiring free lunch

.