'Together we will help each other to achieve our best'

Rudyard Kipling School and Nursery Pupil Premium Grant Report 2017/2018

Published November 2018

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Our school has been allocated additional funding through the Pupil Premium. This report outlines what the Pupil premium is and how it has been used to support pupils at Rudyard Kipling Primary School. We hope you will find the following information useful and informative.

The Pupil Premium- FAQ's:

What is the pupil premium?

The Pupil Premium is extra money that schools receive to meet the needs of pupils who are socially disadvantaged and at risk of underachievement. It is provided to support these pupils in reaching their potential.

How is the pupil premium allocated to schools?

The amount schools receive is determined by the number of pupils who have been known to be eligible in the last 6 years or are currently known to be eligible for free school meals (FSM). In addition an allocation is made for pupils who are Looked After Children (LAC) and Service Children.

Who decides how the funding is used?

Schools decide how the funding should be used and are trusted to ensure that it is used for the purposes intended. Schools are held accountable for how they use the funding, and the performance tables capture the achievement of those pupils covered by the Pupil Premium.

How do we identify pupils at our school?

At Rudyard Kipling, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium.

In making provision at Rudyard Kipling we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for FSM. At our school Pupil Premium funding is allocated for individual and groups of pupils identified as:

- Socially disadvantaged and/or eligible for FSM/LAC/Service Children:
- Vulnerable and at risk of underachievement.
- Subject to a child in need plan.
- Having been identified with complex needs.

How do we provide for our pupils?

The attainment of disadvantaged pupils can be raised through a variety of interventions. At Rudyard Kipling the following range of provision has been identified for this range of pupils:

- Facilitating access to the curriculum.
- Providing additional support in the classroom.
- Providing additional teaching and learning opportunities.
- Offering alternative support and interventions

Accountability

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The Department for Education holds Headteachers and school governing bodies accountable for the impact of pupil premium funding in the following ways:

- Performance tables, which show the performance of disadvantaged pupils compared with their peers
- Requiring schools to publish details online each year of how they are using the Pupil Premium and the impact it is having on pupil achievement
- The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the Pupil Premium

How do we know we are using the Pupil Premium effectively?

The progress and attainment of all pupils and groups of pupils is monitored closely through the schools extensive pupil tracking systems. Pupil progress review meetings are held each term. The progress that pupils make will vary according to the individual needs of each child but should a concern arise the provision made for that child will be reviewed and any necessary adjustments made.

The school provision map and interventions secured through the Pupil Premium are adjusted annually to meet the needs of the pupils across the school. The report attached to this report shows how the Pupil Premium has been used during the academic year 2017/18 and includes information about the attainment of pupils at our school.

What has been the impact of the pupil premium interventions?

Our school data shows us the following:

- Overall, disadvantaged pupils who have received extra help through the pupil premium make good progress in their learning. As they move through the school they maintain the gains and catch up. This means the gap in their attainment is significantly diminished over a period of time.
- By the end of EYFS, disadvantaged children make a Good Level of Development (62%) and the difference is diminishing (10%) compared to all pupils.
  - By the end of KS1, disadvantaged children's attainment exceeded National in all areas, attainment has increased this year and the difference is significantly diminishing.
  - The difference has significantly diminished in combined RWM between disadvantaged (71%) and all other pupils (77%).
  - By the end of KS2, disadvantaged children working at the expected standard exceeded National in Reading, Maths and combined RWM.

What have been the most effective interventions?

Many of our pupils may receive more than one intervention at any one time. A priority is to ensure pupils have access to quality first teaching, and benefit from high quality intervention and support in the classroom from the class teacher. Rudyard Kipling is also an accredited ECaR and ECC school and employs qualified teachers to deliver high quality 1:1 interventions to the lowest achieving children in literacy and maths. Teaching Assistants are also employed to offer carefully planned and structured time limited interventions to both small groups of and individual children. Pupil Premium at Rudyard Kipling is also used to provide 1:1 tuition in Year 6 and sometimes targeted teaching in specific year groups if the need should arise.

How are we planning to use the Pupil Premium this year?

We are planning to continue with the following interventions:

- School Start Speech & Language intervention for EYFS children
- Word Play Speech & Language intervention for EYFS children

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- 1:1 tuition, securing both Age Related Expectations and Greater Depth in reading, writing and maths

- Year 6, group tuition for maths and reading at Greater Depth

- ECAR including: BRP; FFT; Inference and Write Away Together

- ECC including: Numbers Count 1&2, FCAN 1, Talk4Number, Success@Arithmetic

- 'Talk Boost' programme to support children formerly with speech and language difficulties

- New CPD for delivery of key interventions and maintenance of existing staff delivering key interventions

- Continue to embed Talk4Writing across the school to impact on writing outcomes

- Administrative cost

We have chosen to continue with these provisions because:
- Overall our data shows that the current provisions are effective in diminishing the difference in attainment for pupils.
- They support quality first teaching in the classroom in meeting the individual needs of pupils through differentiation, support and challenge.
- They enable the implementation of specific interventions and learning activities identified on the school provision map, including follow up programmes developed with other specialist teachers working in the school.
- They support the development of high self-esteem, emotional literacy and readiness to learn.
- They support the aims and ethos of the school in removing barriers to inclusion for all pupils.

Why have we chosen these particular interventions?
- They build on the early intervention strategies already in place. It is widely accepted that early intervention is good practice and pupils are at risk of a dip in attainment in KS1/KS2 transition.
- They will enable us to provide intensive help for pupils who continue to need support in addition to teaching and learning in the school day to help them to catch up.
- Research shows that although it is expensive, intervention from a qualified and experienced teacher in carefully planned and structured time limited interventions, are highly effective in helping learners catch up.

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2017/2018 Overview of the school

Contextual information including number of pupils and pupil premium grant (PPG) received		
	RKPS	**LA**
Total number of pupils on roll	418 (Rec-Y6)	-
% of pupils Ever 6 FSM and Children Looked After	31.1%	22.9%
% of pupils IDACI 1-3 (YN-6)	37%	-
Amount of PPG received per pupil **(calculated only on Ever 6 FSM and Looked After Children)**	£1320	£1320
Special Education Needs (SEN) Statemented/EHCP (See Appendix 1 - Key)	1.7%	1.6%
Special Education Needs (SEN support) Non-statemented %	35.9%	11.1%
SEN all %	37.6%	12.7%
SEN band (See Appendix 1 – Key)	5 (17.2 – 73.2% on SEN support)	-
Ethnic Minority Pupils (BME) %	17.2%	27.3%
English as an Additional Language (EAL) %	6.3%	14.4%
EAL Band (See Appendix 1 - Key)	3	-
Free School Meals (FSM) %	18.7%	13.2%
FSM band (See Appendix 1 - Key)	4	-

Focus of PPG spending 2017/2018

- Word Play in Nursery

- School Start for Reception

- 1:1 tuition, securing both Age Related Expectations and Greater Depth in reading, writing and maths

- Year 6, group tuition for maths and reading at Greater Depth

- ECAR including: BRP; FFT; Inference and Write Away Together

- ECC including: Numbers Count 1&2, FCAN 1, Talk4Number, Success@Arithmetic

- 'Talk Boost' programme to support children formerly with speech and language difficulties

- New CPD for delivery of key interventions and maintenance of existing staff delivering key interventions

- Continue to embed Talk4Writing across the school to impact on writing outcomes

- Administrative cost

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PUPIL PREMIUM GRANT SPENDING 2017/2018	
1:1 Tuition	
Academic Year 2017/2018	=£4112.50
ECAR	
Academic Year 2017/2018	=£38663
ECC	
Academic Year 2017/2018	=£46394
FFT	
Academic Year 2017/2018	=£26202
BRP	
Academic Year 2017/2018	=£5944
Inference	
Academic Year 2017/2018	= £5944
High Five	
Academic Year 2017/2018	=£5751
Talk Boost	
Academic Year 2017/2018	=£4755
FCAN 1 & 2	
Academic Year 2017/2018	=£10668
Success@Arithmetic	
Academic Year 2017/2018	=£15156
Narrative	
Academic Year 2017/2018	=£4755
Further CPD and ongoing maintenance of training	
Academic Year 2017/2018	=£5964
WordPlay	
Academic Year 2017/2018	=£2100
Dialogue Therapy	
Academic Year 2017/2018	=£1864
Agency staff support	
Academic Year 2017/2018	=£8360
Administration:	
Academic Year 2017/2018 0.5 days per week	=£6885
Total	**=£193517.5**
2017/2018 Pupil Premium Grant	**=£191620**
School provision of additional financial resources to supplement PPG *(supplemented through SEN & Higher Level Needs funding)*	**£1897.5**
2018/2019 Predicted Pupil Premium Grant =	**=£179320**

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EYFS

Year Group	Focus of PPG
Nursery	• Word Play

Measuring the Impact of Word Play

Contextual Information	
Number of Nursery children who accessed Word Play	**8**
Pupil Premium eligible % of children	**0%**
IDACI decile 1-3 % of children	**0%**

Performance Data of Pupils in Nursery who accessed Word Play						
Number of children who accessed Word Play in academic year 2017/2018	**% progress in Vocabulary**	**% progress in Understanding**	**% progress in Sentences**	**% progress in Narrative**	**% progress in Speech**	**% progress in Social**
8	**12%**	**12%**	**27%**	**38%**	**17%**	**21%**

Year Group	Focus of PPG
Reception	• School Start

Measuring the Impact of School Start

Contextual Information	
Number of Reception children who accessed School Start	**10**
Pupil Premium eligible % of children	**60%**
IDACI decile 1-3 % of children	**70%**

Number of children who accessed School Start in academic year 2017/2018	% progress in Understanding spoken language	% progress in sound awareness
10	**50%**	**69%**

Key Stage 1

Year Group	Focus of PPG
1	• ECaR • FFT • Narrative • Talk Boost • FCAN 1

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2	• ECaR	
	• ECC 1	
	• FFT	
	• BRP	
	• Narrative	
	• FCAN 1	

Measuring the impact of ECaR in KS1

Contextual Information	
Number of KS1 children who accessed ECaR	14
Pupil Premium eligible % of children	43%
IDACI decile 1-3 % of children	29%

Number of children who completed ECaR in academic year 2017/2018	Progress jumps in approx. 20 weeks in reading (expected progress = 3 jumps per year)	Progress jumps in approx. 20 weeks in writing (expected progress = 3 jumps per year)
9 (4 carried over into Autumn term, 1 left)	2.3	1.4

Measuring the impact of FFT in KS1

Contextual Information	
Number of KS1 children who accessed FFT	16
Pupil Premium eligible % of children	44%
IDACI decile 1-3 % of children	63%

Number of children who completed FFT in academic year 2017/2018	Progress jumps in approx. 20 weeks in reading (expected progress = 3 jumps per year)	Progress jumps in approx. 20 weeks in writing (expected progress = 3 jumps per year)
8 (8 carried over to Autumn term)	2.25	2

Measuring the impact of ECC in KS1

Contextual Information	
Number of KS1 children who accessed ECC	10
Pupil Premium eligible % of children	50%
IDACI decile 1-3 % of children	40%

Number of children who completed ECC in academic year 2017/18	Number of months progress made in approx. 14 weeks	Number of months progress made by end of year check (children)
10	18.2	20.2

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Measuring the impact of FCAN 1 in KS1

Contextual Information	
Number of KS1 children who accessed FCAN 1	27
Pupil Premium eligible % of children	48%
IDACI decile 1-3 % of children	41%

Number of children who completed FCAN 1 in academic year 2017/2018	Number of months progress made in approx. 8 weeks in maths
24	7.8

Measuring the impact of Talkboost in KS1

Contextual Information	
Number of KS1 children who accessed Talkboost	7
Pupil Premium eligible % of children	57%
IDACI decile 1-3 % of children	71%

Performance Data of Pupils in KS1 who accessed Talkboost					
Number of children who accessed Talkboost in academic year 2017/2018	% progress in Understanding spoken language	% progress in understanding & using vocabulary	% progress in sentences	% progress in storytelling & narrative	% progress in social interaction
7	37%	25%	8.5%	10%	19%

Measuring the impact of Narrative in KS1

Number of children who accessed Narrative in academic year 2017/2018	% progress in understanding story components	% progress in understanding grammatical structures
14	21%	25%

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<u>**Key Stage 1 Contextual Performance Data 2017/2018 from LA**</u>

Key Stage 1: Eligible for Free School Meals (FSM)
% Achieving the Expected Standard

	FSM	School 2016	School 2017	School 2018	B&H 2016	B&H 2017	B&H 2018	Nat 2016	Nat 2017	Nat 2018
Pupils	Yes	17	12	13	412	367	416			
	No	37	46	39	2,360	2,479	2,330			
Reading	Yes	65	58	62	61	61	57	60	61	60
	No	73	74	87	77	78	77	77	78	78
Writing	Yes	41	50	54	47	50	53	50	52	53
	No	65	67	85	70	72	71	68	71	73
Maths	Yes	59	58	62	57	58	58	58	60	61
	No	78	80	90	77	77	79	75	78	79
Science	Yes	65	67	77	69	68	75	69	69	69
	No	86	89	92	88	89	89	84	85	85
RWM	Yes	41	50	54	42	46	45	44	47	48
	No	62	63	85	63	66	67	62	67	68

% Achieving the Expected Standard
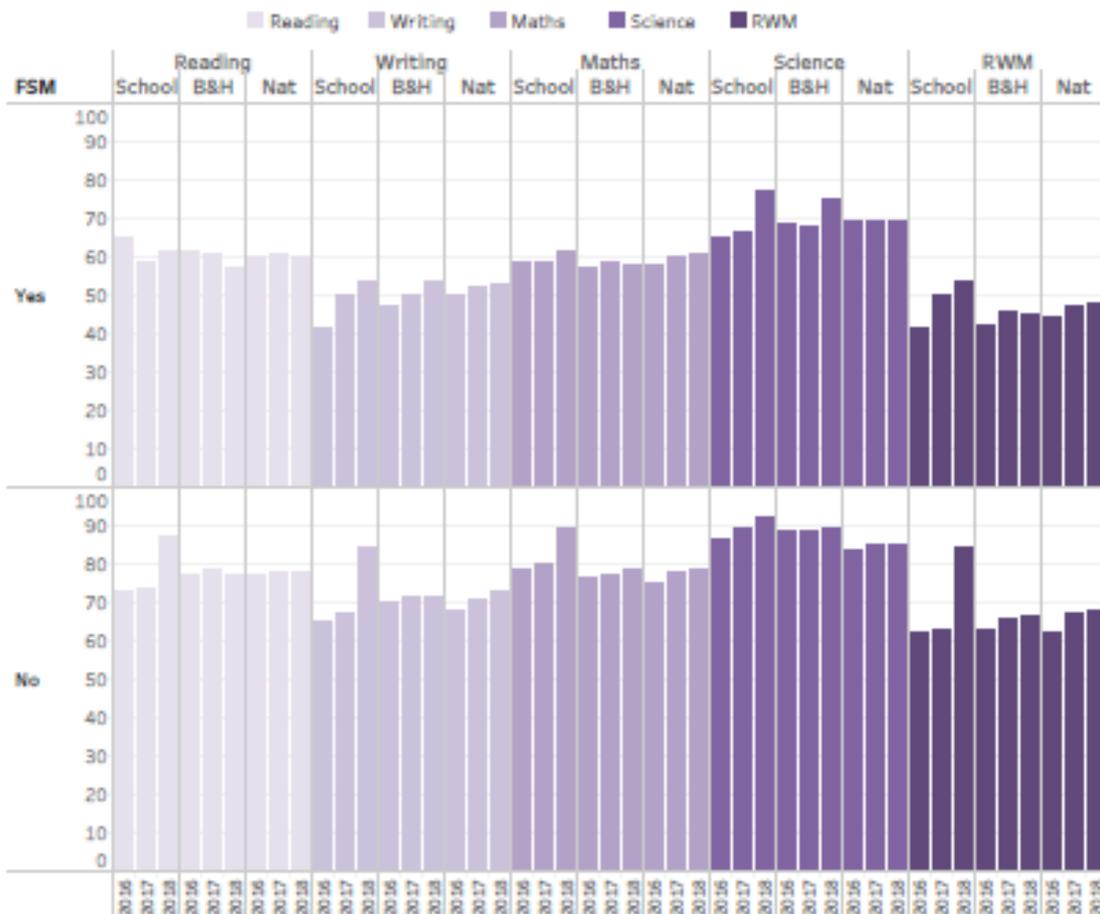
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Key Stage 1: Disadvantaged Pupils (DP)
% Achieving the Expected Standard

	DP	School 2016	School 2017	School 2018	B&H 2016	B&H 2017	B&H 2018	Nat 2016	Nat 2017	Nat 2018
Pupils	Yes	24	23	17	669	614	614			
	No	30	35	35	2,104	2,235	2,133			
Reading	Yes	67	65	76	64	63	62	62	63	63
	No	73	74	83	78	80	78	77	79	79
Writing	Yes	50	61	71	51	54	56	50	54	55
	No	63	66	80	72	73	72	68	72	74
Maths	Yes	63	65	76	59	61	62	58	62	63
	No	80	83	86	78	79	80	75	79	80
Science	Yes	71	74	82	72	73	78	69	71	71
	No	87	91	91	90	89	90	84	86	86
RWM	Yes	50	61	71	44	49	48	46	49	50
	No	60	60	80	65	68	68	64	68	69

% Achieving the Expected Standard

Legend: ▣ Reading ▣ Writing ▣ Maths ▣ Science ▣ RWM
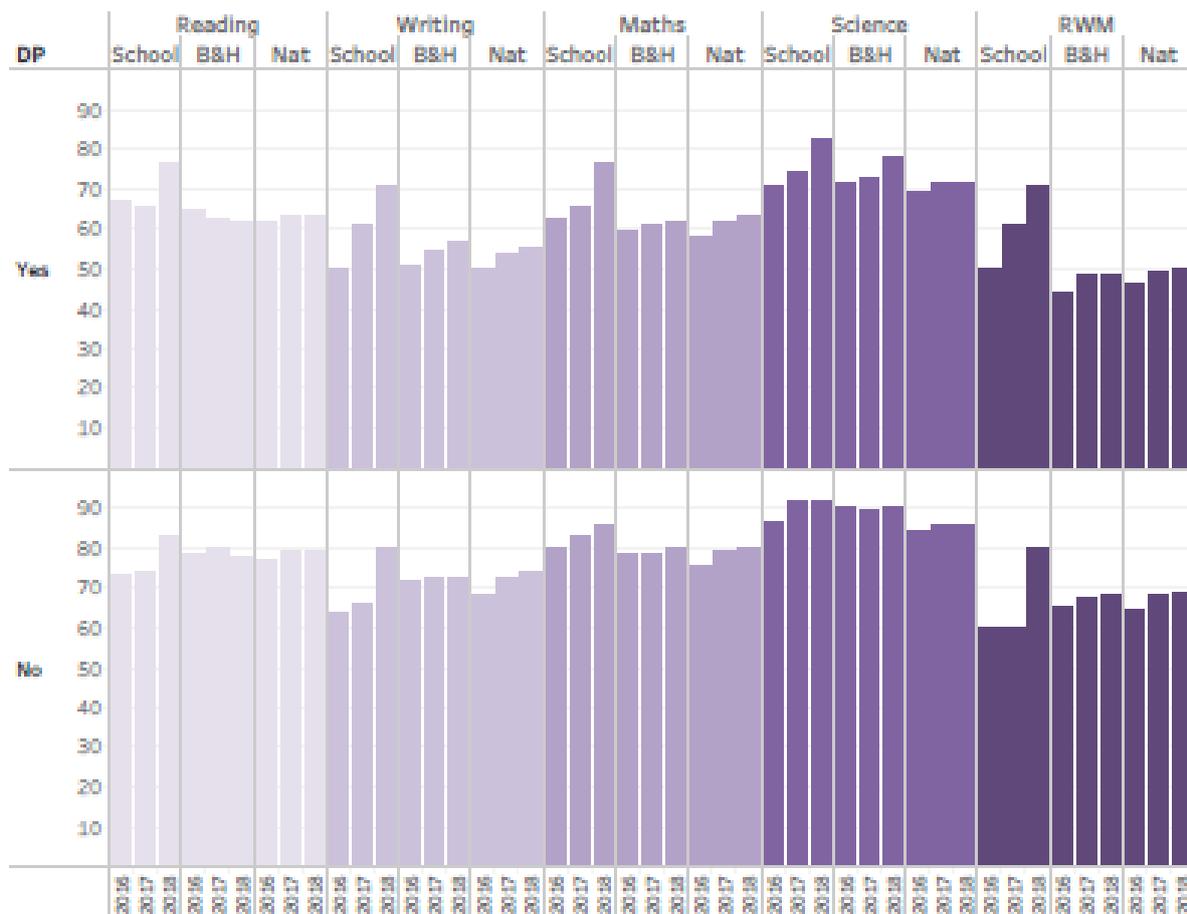
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Key Stage 2

KS2	Focus of PPG
	• **ECaR** • **FFT** • **BRP** • **Narrative** • **Talk Boost** • **Inference** • **Hi Five** • **Writing Group** • **SNIP** • **ECC 1 & 2** • **Success@Arithmetic** • **FCAN 2**

Measuring the impact of FFT in KS2

Contextual Information	
Number of KS2 children who accessed FFT	**22**
Pupil Premium eligible % of children	**64%**
IDACI decile 1-3% of children	**36%**

Number of children who completed FFT in academic year 2017/2018	Progress jumps in approx. 20 weeks in reading (expected progress = 3 jumps per year)	Progress jumps in approx. 20 weeks in writing (expected progress = 3 jumps per year)
16 (6 carried over to Autumn term)	**2.9**	**2.5**

Measuring the impact of BRP in KS2

Contextual Information	
Number of children in KS2 who accessed BRP	**18**
Pupil Premium eligible % of children	**67%**
IDACI decile 1-3 % of children	**33%**

Number of children who completed BRP in academic year 2017/2018	Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)	Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)
13 (5 carried over to Autumn term)	**1.4**	**1.5**

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Measuring the impact of Inference in KS2

Contextual Information	
Number of children in KS2 who accessed Inference	30
Pupil Premium eligible % of children	47%
IDACI decile 1-3 % of children	37%

Number of children who completed inference in academic year 2017/2018	Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)	Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)
23 (7 carried over to Autumn term)	1.6	2

Measuring the impact of Writing Group in KS2

Contextual Information	
Number of children in KS2 who accessed writing group	9
Pupil Premium eligible % of children	78%
IDACI decile 1-3 % of children	33%

Number of children who completed writing group in academic year 2017/2018	Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)	Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)
9	1.1	1.4

Measuring the impact of SNIP in KS2

Contextual Information	
Number of children in KS2 who accessed SNIP	5
Pupil Premium eligible % of children	20%
IDACI decile 1-3 % of children	20%

Number of children who completed SNIP in academic year 2017/2018	Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)	Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)
4 (1 carried over to Autumn term)	2.5	1.8

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Measuring the impact of High Five in KS2

Contextual Information	
Number of children in KS2 who accessed High Five	36
Pupil Premium eligible % of children	47%
IDACI decile 1-3 % of children	42%

Number of children who completed High Five in academic year 2017/2018	Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)	Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)
36	1.1	1.2

Measuring the impact of ECC in KS2

Contextual Information	
Number of children in KS2 who accessed ECC	14
Pupil Premium eligible % of children	71%
IDACI decile 1-3 % of children	57%

Number of children who completed ECC in academic year 2017/18	Number of months progress made in approx. 14 weeks
13	22.2

Measuring the impact of FCAN 2 in KS2

Contextual Information	
Number of KS1 children who accessed FCAN 2	14
Pupil Premium eligible % of children	64%
IDACI decile 1-3 % of children	50%

Number of children who completed FCAN 2 in academic year 2017/2018	Number of months progress made in approx. 8 weeks in maths
14	7.7

Measuring the impact of Success@Arithmetic in KS2

Contextual Information	
Number of children in KS2 who accessed Talk4Number	14
Pupil Premium eligible % of children	50%
IDACI decile 1-3 % of children	29%

Number of children who completed Talk4Number in academic year 2017/2018	Number of months progress made in approx. 12 weeks in maths
14	8.9

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Measuring the impact of Targeted Teaching & 1:1 Tuition in Year 6

Contextual Information	
Number of Yr 6 children who accessed targeted teaching support	51
Pupil Premium eligible % of children	39%
IDACI decile 1-3 % of children	37%

Contextual Information	
Number of children Yr 6 who had 1:1 tuition	17 (some more than 1 subject)
Pupil Premium eligible % of children	53%
IDACI decile 1-3 % of children	35%
Number of children targeted for reading	13
Number of children targeted for writing	5
Number of children targeted for maths	1

KS2 SATS Results

	% of children working at or above ARE	% of children working at Greater Depth
Reading	73%	26%
Writing	73%	18%
Maths	82%	18%

	% of children working at or above ARE	% of children working at Greater Depth
Combined Reading, Writing & Maths (National figure)	65% (64%)	6% (10%)

|	Reading	Writing	Maths
% of disadvantaged children working at or above ARE (National figures)	58% (53%)	53% (64%)	63% (58%)

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<u>Key Stage 2 Contextual Performance Data 2017/2018 from LA</u>

Key Stage 2: Eligible for Free School Meals (FSM)
% Achieving the Expected Standard

	FSM	School			B&H			Nat		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
Pupils	Yes	4	9	13	347	316	357			
	No	34	36	38	2,049	2,198	2,286			
Reading	Yes	75	56	54	52	56	61	49	55	49
	No	88	92	79	78	80	82	69	74	69
Writing	Yes	50	33	54	55	55	61	59	61	59
	No	85	86	79	80	81	83	77	79	77
Maths	Yes	50	89	54	45	54	56	54	59	54
	No	68	94	92	75	78	80	73	78	73
SPAG	Yes	75	56	31	51	56	57	57	62	57
	No	79	86	71	79	81	81	75	80	75
RWM	Yes	25	33	38	31	39	43	35	43	35
	No	65	81	74	63	68	71	57	64	57

% Achieving the Expected Standard
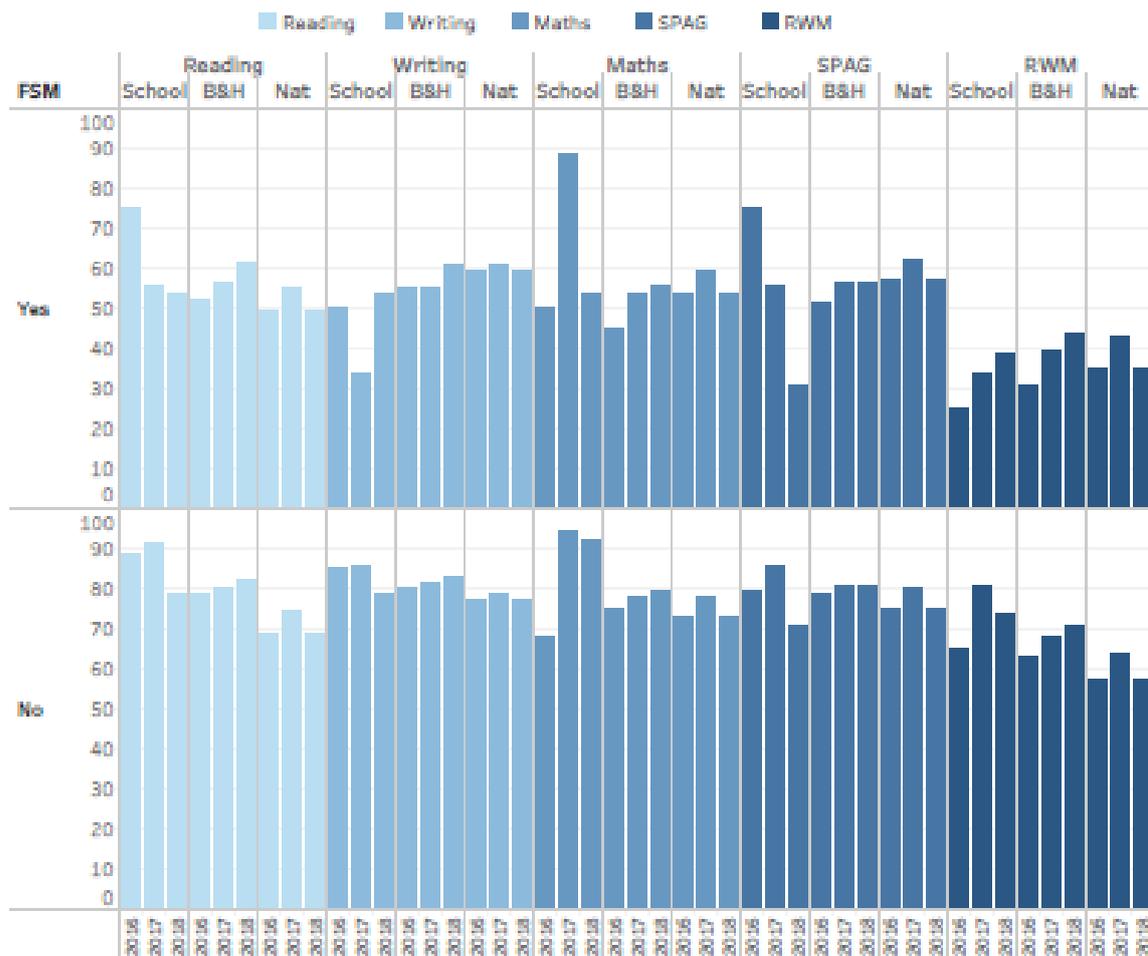
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Key Stage 2: Disadvantaged Pupils (DP)
% Achieving the Expected Standard

	DP	School 2016	School 2017	School 2018	B&H 2016	B&H 2017	B&H 2018	Nat 2016	Nat 2017	Nat 2018
Pupils	Yes	17	24	19	694	687	741			
	No	21	21	32	1,702	1,827	1,902			
Reading	Yes	82	71	58	58	61	65	53	60	53
	No	90	100	81	81	83	85	72	77	72
Writing	Yes	71	63	53	62	62	64	64	66	64
	No	90	90	84	82	84	86	79	81	79
Maths	Yes	53	88	63	51	59	58	58	63	58
	No	76	100	94	78	81	83	76	80	76
SPAG	Yes	71	67	37	58	62	60	61	66	61
	No	86	95	75	82	84	84	78	82	78
RWM	Yes	47	54	42	38	45	46	39	48	39
	No	71	90	78	67	71	75	60	67	60
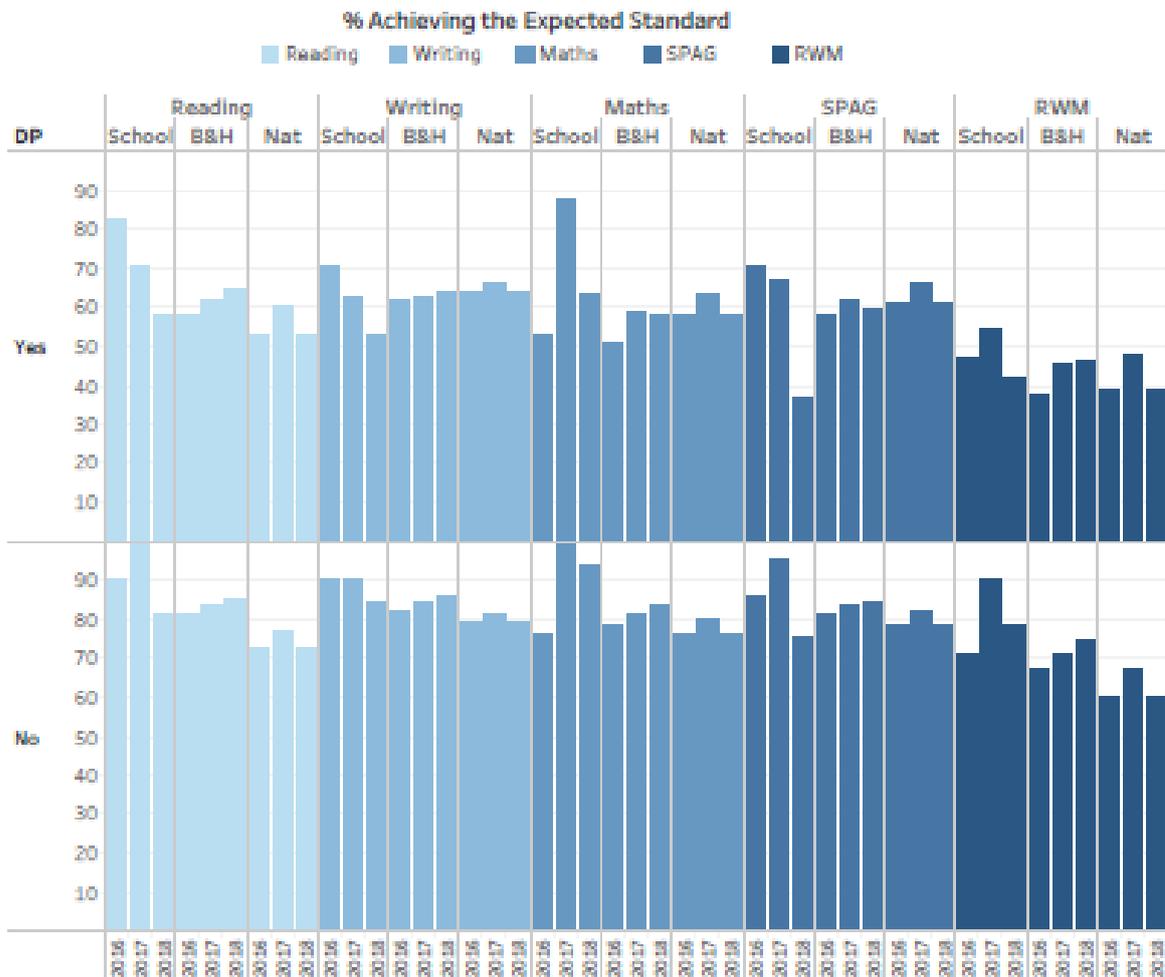
% Achieving the Expected Standard

Reading Writing Maths SPAG RWM

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Focus of PPG spending 2018/2019

- 1:1 tuition, securing both Age Related Expectations and Greater Depth in reading, writing and maths 2 afternoons a week from Autumn term
- Year 6, group tuition for maths and reading at Greater Depth 2 afternoons a week from Autumn term
- ECaR including: BRP; FFT; Inference, High Five, SNIP and Write Away Together
- ECC including: Numbers Count 1&2, FCAN 1&2, Success@Arithmetic, Talk4Number
- Nursery assistant to continue to deliver Word Play programme to target nursery age children and lower attaining Reception children
- Early Talk Boost programme delivered in Reception
- 'Talk Boost' programme to support children formerly with speech and language difficulties
- Narrative intervention to support story language and understanding
- New CPD for delivery of key interventions and maintenance of existing staff delivering key interventions
- Continue to embed Talk4Writing across the school to impact on writing outcomes, particularly at greater depth.
- Administrative cost

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<u>Appendix 1 – Bandings Key based on BHCC Local Authority bandings at</u>

Rudyard Kipling is currently in FSM band 4 and SEN band 5.

Bandings Key

For each pupil group these bandings divide primary schools in England into 5 equal bands, with each representing 20% of schools nationally. This is based on school information published by the DfE:

1. Schools, pupils and their characteristics: January 2018 published 28 June 2018
https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2018

2. Special educational needs in England: January 2018 published 26 July 2018
https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018

FSM Band	Schools
1 (0 - 4.3%)	5
2 (4.4. - 8%)	12
3 (8.1 - 13.1%)	12
4 (13.2 - 21.6%)	7
5 (21.7 - 87.3%)	16

SEN Support Band	Schools
1 (0 -7.4%)	8
2 (7.5 - 10.2%)	13
3 (10.3 - 13%)	7
4 (13.1 - 17.1%)	8
5 (17.2 - 73.2%)	16

EHCP Band	Schools
1 (0 - 0.3%)	2
2 (0.4 - 0.6%)	7
3 (0.7 - 1.2%)	10
4 (1.3 - 2.1%)	20
5 (2.2 - 24.9%)	13

EAL Band	Schools
1 (0 - 1.4 %)	0
2 (1.5 - 4.1%)	2
3 (4.2 - 9.9%)	19
4 (10 - 27.4%)	26
5 (27.5 - 100%)	5

BME Band	Schools
1 (0 - 6.5%)	0
2 (6.6 - 11.4%)	1
3 (11.5 - 20.8%)	16
4 (20.9 - 47.1%)	31
5 (47.2 - 100%)	4

Produced by School Data Service   Rudyard Kipling Primary School

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Appendix 2 – Acronyms & Definitions

PPG	Pupil Premium Grant
TA	Teaching Assistant
APS	Average Point Score
FSM	Free School Meal
Ever 6 FSM	Identifies any child that has received FSM in the last 6 years making them eligible for PPG funding
SEN	Special Education Needs
LAC	Looked After Child
IDACI	This tool allows users to determine the IDACI score and rank of any postcode in England. The IDACI score and rank are for the Super Output Area (SOA) in which the postcode lies. The SOA with a rank of 1 is the most deprived. For the purposes of targeting PPG accordingly, rankings of 1 -3 are used. This data is made available to schools by the LA in January.
ECaR	Every Child a Reader – is a school wide early literacy strategy for raising attainment in Key Stage 1, through a layered approach to intervention, with Reading Recovery at the core.
FFT	Fisher Family Trust – is a programme for working with children in Years 1 and 2 who are reading and writing at a low level 1 or below, delivered 1:1 by an experienced TA.
BRP	Better Reading Partnerships – is a targeted, time-limited, one-to-one intervention over 10 weeks. It is designed to improve the way children read, enabling them to be independent problem solvers who read with understanding and enjoyment delivered 1:1 by an experienced TA.
Inference	Inference – is for pupils in KS2 (and KS3) who have age-appropriate decoding skills but who are experiencing difficulty acquiring full meaning and enjoyment from reading. A group intervention but techniques can also be used to inform teaching of reading comprehension within classrooms. It is delivered as a group intervention, with 4 pupils with a trained TA for 2 sessions of 40 minutes per week for 8 to 10 weeks.
Hi-Five	Hi-Five – is a reading and writing programme for pupils in Year 5-6 working at a low level 2, which aims develop independent reading and writing strategies as well as speaking, listening and comprehension skills. Hi-Five is 10 week programme delivered for 20 minutes 4 times a week by a Teaching Assistant (3 times a week) and class teacher (once a week) to groups of up to 3 pupils. The weekly four lesson structure includes two reading and two writing lessons centred around one text (usually non-fiction).
Write Away Together	Write Away Together – is delivered 1:1 by a trained TA, twice a week for 20 minutes in KS2. Each session involves a dialogue between the child and the TA about a piece of independent writing with a focus on enabling the child in selecting better text, sentence and word choices to improve their writing.

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ECC	Every Child Counts (Numbers Counts) – is a partnership between Edge Hill University and the Department for Education. Numbers Count 1 is for the lowest attaining children in Years 1 to 3 (ages 6-8) and Numbers Count 2 is for the lowest attaining children in Years 4 to 6 (ages 8-11). Both programmes are delivered by qualified teachers with the aim of enabling greater progress towards expected levels of attainment in mathematics.
FCAN 1	First Class at Number KS1 – a small-group, teaching assistant-led intervention programme for Key Stage 1 children at about Level 1C who need a helping hand with mathematics.
FCAN 2	First Class at Number KS2 – a small-group, teaching assistant-led intervention programme for Key Stage 2 children at about Level 2C who need a helping hand with mathematics.
Success@ Arithmetic	Success@Arithmetic - is a calculation-based intervention for children in upper Key Stage 2 who are at about National Curriculum Level 3C or 3B and have difficulties with arithmetic proficiency. It helps them to make faster progress and to catch up with their peers. A Numbers Count teacher makes a detailed initial assessment of each learner's needs and plans an appropriate pathway to develop factual, procedural and conceptual knowledge. A teaching assistant or a teacher delivers up to 24 sessions – 3 times a week.
Talk4Number	Talk4Number is a small-group, teaching assistant-led intervention programme for Key Stage 2 children. It helps students develop fluency in understanding, using and applying mathematical vocabulary. The expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide.
Talk Boost	Talk Boost - is a structured small-group, teaching assistant-led intervention programme for children aged 4-7 years old (targeted at Year 1 at RKPS) that can boost a child's communication by an average of 18 months after ten weeks of intervention.
1:1 Tuition	Teacher led intervention after school on a 1:1 basis targeting need in English, maths or both for 1 hour of up to 10 hours in total.
Teacher led targeted teaching	Teacher led teaching to target specific groups for English, maths or both in groups from 6 – 15. Can be targeted across a range of abilities.

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Appendix 3 – National Curriculum Expectations for Attainment and Progress

The percentage of children at Age Related Expectations (ARE) is currently used to measure and track attainment across the school. The percentage of children achieving expected or above Value Added (VA) is used to measure progress at the end of KS1 and the end of KS2.

KS1 and KS2 progress
In KS1 and KS2, expected key stage progress is defined as 0 VA in reading, writing and maths. Accelerated key stage progress would be 1 or above VA

KS1 and KS2 attainment
Children working at ARE make 1 jump per term e.g. 1.1, 1.2, 1.3

Expected progress:
Children to complete the year at the equivalent point to the previous year. E.g. 1.3 - 2.3, 1.4 - 2.4, etc.
Exceeding/mastering
Children who are exceeding or mastering still start the next year at y.0.
Entry/emerging
If a child has not reached y.3 by the end of the year, they should continue on the previous year's curriculum until they reach y.3.

Rudyard Kipling Primary School and Nursery
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