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

Rudyard Kipling School and Nursery Pupil Premium Grant Report 2019/2020

Published November 2020

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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 2019/20 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.
- Due to the pandemic and a nationwide lockdown, there are no end of year results for 2019-20.

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 school and employs a qualified teacher to deliver high quality 1:1 interventions to the lowest achieving children in literacy. 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:

- Word Play Speech & Language intervention for EYFS children
- Early Talk Boost for Reception age children to support speech and language difficulties
- 1:1 tuition, securing both Age Related Expectations and Greater Depth in reading and maths
- Year 6, group tuition for maths and reading at Greater Depth
- ECAR including: BRP, FFT, Inference, SNIP and High Five
- Numbers Count 1 & 2, FCAN 1 & 2, Success@Arithmetic

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- '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

- 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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2019/2020 Overview of the school

Contextual information including number of pupils and pupil premium grant (PPG) received		
	RKPS	**LA**
Total number of pupils on roll	366 (Rec-Y6)	-
% of pupils Ever 6 FSM and Children Looked After	27%	19.7%
% of pupils IDACI 1-3 (YN-6)	43%	28%
Amount of PPG received per pupil **(calculated only on Ever 6 FSM and Looked After Children)**	£1320	£1320
Special Education Needs (SEN) Statemented/EHCP	2.2%	2.2%
Special Education Needs (SEN support)	32.5%	13.5%
Free School Meals (FSM) %	30%	19.4%

Focus of PPG spending 2019/2020
➢ Word Play in Nursery
➢ Early Talk Boost for Reception
➢ 1:1 tuition, securing both Age Related Expectations and Greater Depth in reading and maths
➢ Year 6, group tuition for maths and reading at Greater Depth
➢ ECAR including: BRP; FFT; Inference, SNIP and High Five
➢ Numbers Count 1 & 2, FCAN 1 & 2, Success@Arithmetic
➢ 'Talk Boost' programme to support children with speech and language difficulties
➢ Narrative to support children's' story language and understanding
➢ New CPD for delivery of key interventions and maintenance of existing staff delivering key interventions
➢ Administrative cost

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PUPIL PREMIUM GRANT SPENDING 2019/2020	
1:1 Tuition	
Academic Year **2019/2020**	**=£961**
ECAR	
Academic Year **2019/2020**	**=£56152**
ECC	
Academic Year **2019/2020**	**=£52449**
FFT	
Academic Year **2019/2020**	**=£28503**
BRP	
Academic Year **2019/2020**	**=£5417**
Inference	
Academic Year **2019/2020**	**= £5417**
High Five	
Academic Year **2019/2020**	**=£8013**
Talk Boost	
Academic Year **2019/2020**	**=£3192**
Early Years Talk Boost	
Academic Year **2019/2020**	**=£3192**
FCAN 1 & 2	
Academic Year **2019/2020**	**=£2856**
Success@Arithmetic	
Academic Year **2019/2020**	**=£1442**
Narrative	
Academic Year **2019/2020**	**=£3192**
SNIP	
Academic Year **2019/2020**	**=£5417**
WordPlay	
Academic Year **2019/2020**	**=£2959**
Talk About	
Academic Year **2019/2020**	**=£3192**
Total	**=£182354**
2019/2020 Pupil Premium Grant	**=£177689**
School provision of additional financial resources to supplement PPG *(supplemented through SEN & Higher Level Needs funding)*	**£4665**
2019/2020 Predicted Pupil Premium Grant =	**=£173220**

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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	6
Pupil Premium eligible % of children	50%
IDACI decile 1-3 % of children	50%

Performance Data of Pupils in Nursery who accessed Word Play						
Number of children who accessed Word Play in academic year 2019/2020	% progress in Vocabulary	% progress in Understanding	% progress in Sentences	% progress in Narrative	% progress in Speech	% progress in Social
6	Children didn't finish programme due to the pandemic and lockdown.					

Year Group	Focus of PPG
Reception	• Early Talk Boost

Measuring the Impact of Early Talk Boost

Contextual Information	
Number of Reception children who accessed Early Talk Boost	4
Pupil Premium eligible % of children	100%
IDACI decile 1-3 % of children	100%

Number of children who accessed Early Talk Boost in academic year 2019/2020	% progress in Attention and Listening	% progress in Understanding Words and Sentences	% progress in Speaking	% progress in Personal, Social and Emotional Skills
4	Children didn't finish programme due to the pandemic and lockdown.			

Key Stage 1

Year Group	Focus of PPG
Y1 and Y2	• ECaR • ECC • FFT • BRP • Narrative • Talk Boost • FCAN 1

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Measuring the impact of ECAR in KS1

Contextual Information	
Number of KS1 children who accessed ECaR	7
Pupil Premium eligible % of children	57%
IDACI decile 1-3 % of children	29%

Number of children who completed ECaR in academic year 2019/2020	**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)**
0	Children didn't finish programme due to the pandemic and lockdown.	

Measuring the impact of FFT in KS1

Contextual Information	
Number of KS1 children who accessed FFT	8
Pupil Premium eligible % of children	50%
IDACI decile 1-3 % of children	50%

Number of children who completed FFT in academic year 2019/2020	**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)**
3 (3 carried over to Autumn term, 2 didn't complete programme due to the pandemic)	1.3	2

Measuring the impact of BRP in KS1

Contextual Information	
Number of children in KS1 who accessed BRP	2
Pupil Premium eligible % of children	0%
IDACI decile 1-3 % of children	0%

Number of children who completed BRP in academic year 2019/2020	**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)**
1 (1 didn't complete programme due to the pandemic)	1	1

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Measuring the impact of ECC in KS1

Contextual Information	
Number of KS1 children who accessed ECC	10
Pupil Premium eligible % of children	40%
IDACI decile 1-3 % of children	60%

Number of children who completed ECC in academic year 2019/2020	Number of months progress made in approx. 14 weeks	Number of months progress made by end of year check
5	21	No data because of pandemic

Measuring the impact of FCAN 1 in KS1

Contextual Information	
Number of KS1 children who accessed FCAN 1	4
Pupil Premium eligible % of children	50%
IDACI decile 1-3 % of children	25%

Number of children who completed FCAN 1 in academic year 2019/2020	Number of months progress made in approx. 8 weeks in maths
4	16.25

Measuring the impact of Talk Boost in KS1

Contextual Information	
Number of KS1 children who accessed Talk Boost	4
Pupil Premium eligible % of children	25%
IDACI decile 1-3 % of children	25%

Performance Data of Pupils in KS1 who accessed Talk Boost					
Number of children who accessed Talk Boost in academic year 2019/2020	% progress in Understanding spoken language	% progress in understanding & using vocabulary	% progress in sentences	% progress in storytelling & narrative	% progress in social interaction
4	27%	9%	13%	4%	27%

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Key Stage 2

KS2	Focus of PPG
	• FFT • BRP • Narrative • Talk Boost • Inference • Hi Five • SNIP • ECC 2 • Success@Arithmetic • FCAN 2

Measuring the impact of FFT in KS2

Contextual Information	
Number of KS2 children who accessed FFT	9
Pupil Premium eligible % of children	44%
IDACI decile 1-3% of children	44%

Number of children who completed FFT in academic year 2019/2020	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)
5 (2 carried over to Autumn term)	2.6	1.8

Measuring the impact of BRP in KS2

Contextual Information	
Number of children in KS2 who accessed BRP	7
Pupil Premium eligible % of children	57%
IDACI decile 1-3 % of children	43%

Number of children who completed BRP in academic year 2019/2020	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 (3 didn't complete programme due to the pandemic)	1.5	0.8

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Measuring the impact of Inference in KS2

Contextual Information	
Number of children in KS2 who accessed Inference	19
Pupil Premium eligible % of children	74%
IDACI decile 1-3 % of children	53%

Number of children who completed inference in academic year 2019/2020	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)
19	1.6	0.8

Measuring the impact of Narrative in KS2

Contextual Information	
Number of KS1 children who accessed Narrative	7
Pupil Premium eligible % of children	43%
IDACI decile 1-3 % of children	43%

Number of children who accessed Narrative in academic year 2019/2020	% progress in understanding story components	% progress in understanding grammatical structures
7	13%	11%

Measuring the impact of SNIP in KS2

Contextual Information	
Number of children in KS2 who accessed SNIP	3
Pupil Premium eligible % of children	0%
IDACI decile 1-3 % of children	0%

Number of children who completed SNIP in academic year 2019/2020	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)
1	4	1

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Measuring the impact of High Five in KS2

Contextual Information	
Number of children in KS2 who accessed High Five	10
Pupil Premium eligible % of children	60%
IDACI decile 1-3 % of children	60%

Number of children who completed High Five in academic year 2019/2020	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)
6 (4 carried over to Autumn term)	0.7	1

Measuring the impact of ECC in KS2

Contextual Information	
Number of children in KS2 who accessed ECC	2
Pupil Premium eligible % of children	100%
IDACI decile 1-3 % of children	50%

Number of children who completed ECC in academic year 2019/20	Number of months progress made in approx. 14 weeks	Number of months progress made by end of year check
1	19	No data because of pandemic

Measuring the impact of FCAN 2 in KS2

Contextual Information	
Number of KS1 children who accessed FCAN 2	7
Pupil Premium eligible % of children	57%
IDACI decile 1-3 % of children	57%

Number of children who completed FCAN 2 in academic year 2019/2020	Number of months progress made in approx. 8 weeks in maths
5	8.8

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Measuring the impact of Success@Arithmetic in KS2

Contextual Information	
Number of children in KS2 who accessed Success@Arithmetic	8
Pupil Premium eligible % of children	13%
IDACI decile 1-3 % of children	38%

Number of children who completed Success@Arithmetic in academic year 2019/2020	Number of months progress made in approx. 12 weeks in maths
8	**Children didn't finish programme due to the pandemic and lockdown.**

Measuring the impact of 1:1/Group Tuition in Year 6

Contextual Information	
Number of children Yr 6 who had 1:1/group tuition	22
Pupil Premium eligible % of children	45%
IDACI decile 1-3 % of children	23%
Number of children targeted for reading	11
Number of children targeted for maths	11

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Focus of PPG spending 2020/2021

- 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

- Numbers Count @ Rudyard, Fun with Numbers, Calculate with Confidence (ECC interventions which have had to have the names changed as no longer paying into the official ECC training)

- 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 ECAR interventions

- To embed Power of Reading approach across the school to impact on writing outcomes, particularly at greater depth.

- Administrative cost

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Appendix 1 – 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 2 – 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.