

A decorative graphic featuring three blue circles of varying sizes and two thin blue lines. One large circle is at the top center, a smaller one is below it to the right, and a very large circle is at the bottom right. Two thin blue lines intersect to form a 'V' shape, with one line passing through the top-left of the top circle and the other passing through the bottom-right of the middle circle.

# **Pupil Premium Strategy**

## **Pupil Premium Strategy**

Rudyard Kipling Primary School

‘Where Learning is an Adventure!’

**2025 – 2026**

# Rudyard Kipling Primary School and Nursery Learning Environment Policy 'Where Learning is an Adventure'

## 1. Context and Rationale

### School Demographics

- Total pupils on roll: **310**
- Disadvantaged pupils: **75 (24%)**
- Disadvantaged pupils with SEND: **39 (51%)**
- Disadvantaged pupils with EHCPs: **10 (13%)**

***'Psychological research shows overwhelmingly that performance and behaviour in an educational context can be profoundly influenced by the way that we feel that we are seen and judged by others. When we expect to be viewed as inferior our abilities seem to be diminished.'***

Reay, (2017)

Disadvantaged pupils are central to our school vision. Our strategy prioritises disadvantaged pupils, including higher attainers and vulnerable pupils (e.g., those with a social worker or young carers).

High-quality teaching is at the core of our approach, supported by targeted intervention and wider strategies that remove barriers to learning. Our strategy is responsive to assessment information, not assumptions.

### Key Objectives

1. Ensure disadvantaged pupils receive high challenge and achieve ambitious outcomes.
2. Identify needs early and implement timely, targeted interventions.
3. Build a whole-school culture of responsibility for disadvantaged pupils.
4. Narrow the attainment gap across reading, writing, maths and wellbeing.

## 2. Review of 2024–25 Strategy

- Phonics and early reading interventions led to improved decoding skills, with disadvantaged pupils making strong progress in EYFS and KS1.
- Maths interventions had inconsistent impact, partly due to staffing change and curriculum gaps; this informed the decision to strengthen CPD and planning time this year.
- Wider strategies, including Learning Mentor support and breakfast provision, had significant positive impact on attendance for targeted pupils.
- Gaps in writing progress persisted, especially for disadvantaged pupils with SEND. This informed a renewed focus on writing stamina, transcription, and vocabulary instruction.
- Overall, the school used learning from last year to refine interventions, increase precision in CPD, and strengthen early identification of need.

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## 3. Identification of Barriers to Learning

Barrier No.	Barrier	Detail
<b>1. SEND</b>	High proportion of disadvantaged pupils with SEND	51% of disadvantaged pupils have SEND; 13% have EHCPs. Complex needs impact access to the curriculum and rate of progress.
<b>2. Low Literacy, Language &amp; Phonics</b>	Significant spoken language and vocabulary gaps; low literacy on entry	Internal assessments show underdeveloped oral language and phonological awareness. Only <b>18%</b> of disadvantaged pupils met ARE for reading on entry. In 2024 Reception entry, <b>2%</b> of disadvantaged pupils arrived at ARE in reading vs <b>22%</b> of non-disadvantaged pupils.
<b>3. Mathematics</b>	Disadvantaged attainment significantly below non-disadvantaged pupils	Internal and past external assessments show widening gaps in reasoning, fluency and number sense.
<b>4. Poverty</b>	Poverty impacts readiness to learn and access to opportunity	Limits access to enrichment, uniform, wider learning resources and experiences; directly affects attendance and engagement.
<b>5. SEMH Needs</b>	High incidence of emotional, behavioural and social need	Observations, assessments and discussions identify unmet SEMH needs disproportionately affecting disadvantaged learners. Impacts learning behaviour, relationships, and resilience.
<b>6. Attendance</b>	Persistent absence disproportionately affects disadvantaged pupils	Disadvantaged PA is consistently higher than peers; some require intensive and ongoing monitoring.

## 4. Menu of Approaches

Addressing disadvantage: a benchmarking and reflection resource for developing a whole school approach. From strategic planning to individual pupils. Helping all to thrive.

**Key:**

- Participation in school life (inside and outside of the classroom). Supported by:
- Classroom priorities, teaching and learning strategies.
- Systems, culture, personal development and pastoral care.
- Strategic planning / school development.



M Rowland, R Lucas, Y Thomas, S Allison, A Samways, V Flynn, March 2023



We allocate pupil premium funding following the DfE's evidence-informed *menu of approaches*, under three strands:

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## A. High-Quality Teaching

Activity	Detail	Evidence (refined)	Barriers Addressed
<b>High-quality English curriculum, Power of Reading (PoR), Associate School status</b>	As a PoR Associate School, we provide in-house CPD for staff to ensure consistent implementation of a high-quality, literature-rich English curriculum.	CLPE research shows PoR improves vocabulary, inference and comprehension. EEF: Reading comprehension strategies (+6 months); Collaborative Learning (+5 months).	1, 2
<b>Specialist Literacy LSAs &amp; BHISS Literacy Service</b>	Literacy LSAs deliver structured reading interventions and fluency groups; BHISS provides specialist dyslexia and literacy support.	EEF: TA-led interventions (+4 months) when structured and well-trained. EEF: Phonics (+5 months).	1, 2
<b>High-quality phonics teaching and CPD</b>	Aligned with the DfE Reading Framework. Lesson visits, coaching and fidelity to the SSP programme.	EEF: Systematic phonics approaches have high impact (+5 months).	1, 2
<b>Adaptive Teaching CPD (Ambition Institute)</b>	One teacher released to embed adaptive practice across the school.	EEF: Feedback (+6 months) and metacognition (+7 months) are most effective when teaching is adapted responsively.	1, 2, 3
<b>Oracy training (structured talk, sentence stems)</b>	Whole-school focus on vocabulary, structured talk and tiered language.	EEF: Oral Language Interventions (+6 months). Strong link to improved reading and maths outcomes.	1, 2
<b>Maths CPD and curriculum enhancement through Maths Hub</b>	Teaching for Mastery, Number Sense CPD, planning support and release time.	EEF: Mastery learning (+5 months). Explicit teaching of number sense supports long-term attainment.	3
<b>Venn-diagram tracking and enhanced assessment accuracy</b>	Strengthening gap analysis and responsive teaching.	DfE emphasises strong formative assessment for early identification of need.	All

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## Expected Impact

- Improved vocabulary and oral language
- More consistent, high-quality teaching across the school
- Greater accuracy in teacher assessment
- Better identification of disadvantaged pupils' gaps

## B. Targeted Academic Support

Activity	Detail	Evidence (refined)	Barriers Addressed
<b>Early Intervention – EYFS staffing and resources</b>	Early phonological awareness, fine motor skills, early reading & maths.	EEF Early Years Toolkit: Communication & language (+5 months); Early literacy (+4 months).	1, 2
<b>APST Speech &amp; Language (EYFS)</b>	Targeted S&L programmes and early identification of communication needs.	EEF: Oral Language Interventions (+6 months).	1, 2
<b>Rockets provision (FD, GD, SP, KW – all PP)</b>	Intensive, structured support for targeted PP pupils with complex needs.	EEF: Small group work (+4–5 months).	1, 2, 5
<b>Reading fluency, pre-teaching &amp; vocabulary groups</b>	Teacher-led groups for disadvantaged pupils at risk of falling behind.	EEF: Reading comprehension (+6 months); Pre-teaching vocabulary improves access to curriculum.	1, 2
<b>Maths reasoning groups</b>	Teacher-led reasoning sessions and fluency interventions.	EEF: Mastery learning (+5 months).	3
<b>SEND resources and manipulatives</b>	Specialist visuals, concrete resources, overlays, and adaptive tools.	EEF: Using manipulatives aids conceptual understanding when integrated into teaching (Maths guidance).	1, 3

## Expected Impact

- Accelerated progress for pupils identified as at risk
- Stronger decoding, fluency, number sense
- Improved communication and vocabulary
- Better curriculum access for SEND/PP pupils

### C. Wider Strategies

Activity	Detail	Evidence (refined)	Barriers Addressed
<b>Nurture Provision for SEMH</b>	Targeted nurture room sessions, emotional regulation teaching, small-group SEMH interventions.	EEF: SEL interventions (+4 months).	5
<b>SLM-supported playtimes</b>	Structured play, social coaching and relationship-building for vulnerable pupils.	EEF: SEL interventions improve self-regulation, behaviour and peer interaction.	5
<b>Learning Mentor</b>	Pastoral support, 1:1 sessions, conflict resolution, self-esteem work.	EEF: Behaviour interventions (+4 months).	5
<b>Attendance Advisor support &amp; monitoring</b>	Monthly attendance meetings with independent attendance advisor (funded) Discuss and highlight children's attendance which is a concern. Set up supportive attendance meetings and set targets for persistent absent. DDLs offers support to families and lifts when necessary	DfE: Attendance guidance emphasises targeted early intervention and high-challenge/high-support approach.	6
<b>Free and subsidised enrichment/extra-curricular activities</b>	Arts, sports, trips, travel subsidies, uniform support.	EEF: Arts participation (+3 months); Physical activity (+1 month); improved engagement and wellbeing.	4, 5
<b>Family Support Worker writes in the newsletter and sets up clothe swap racks</b>	Send top tips to support families with the cost of living, accessing enrichment opportunities.	EEF: Arts participation (+3 months); Physical activity (+1 month); improved engagement and wellbeing.	4, 5
<b>Magic Breakfast – targeted for disadvantaged pupils</b>	Ensures nutrition and readiness to learn.	DfE/EEF: Breakfast provision linked	4, 6

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	Offers a supportive and soft start to the day (supports attendance).	with improved behaviour, punctuality and concentration.	
<b>Family Support Worker &amp; parental engagement</b>	Workshops, 1:1 support, Rock Up to Read, home learning support.	EEF: Parental engagement (+2–3 months).	4, 5, 6
<b>Hardship fund (uniform, transport, clubs)</b>	Rapid response to emerging needs.	DfE: Removing non-curricular barriers is key to securing attendance and engagement.	4, 6

### Expected Impact

- Improved attendance and punctuality
- Stronger engagement and wellbeing
- Greater sense of belonging for disadvantaged children

### 5. Alignment of Pupil Premium and SEND Strategies

Given the high overlap between disadvantaged pupils and SEND (51%), the PP strategy is fully integrated with the school's SEND approach.

This includes:

- shared assessment processes
- collaborative planning between class teachers, SENDCo and LSAs
- overlapping group work (e.g., vocabulary, manipulatives, precision teaching)
- staff CPD that benefits all groups of children

This ensures resources are used efficiently and children receive joined up support.

### 6. Monitoring and Evaluation

Monitoring and evaluation are led by the Headteacher, Deputy, SENDCo and SLT to ensure pupil premium funding is used effectively and responsively. Impact is reviewed through a cycle of assessment, reflection and refinement.

This includes:

- **Termly pupil progress meetings (learning conversations)** where disadvantaged children are a core focus. Attainment and progress in reading, writing and maths are

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reviewed using assessment data and Venn-diagram analysis of disadvantage children.

- **Focused pupil tracking:** SLT identify **three disadvantaged pupils per class** as case studies. These pupils are discussed in depth, including:
  - attainment and progress
  - attendance and punctuality
  - engagement in lessons
  - participation in clubs and enrichment
  - sense of belonging and wellbeing (using Empowerment Approach language)
- **Lesson observations and learning walks** with a specific focus on:
  - disadvantaged pupils' participation and engagement
  - teacher questioning and challenge
  - adaptive teaching strategies in action
- **Book looks** tracking the same identified pupils to evaluate curriculum access, quality of feedback, and progress over time.
- **Pupil voice**, gathered through structured conversations linked to learning discussions, to understand barriers, confidence and support.
- **Attendance and SEMH monitoring**, including analysis of persistent absence, repeat behaviour concerns and engagement trends rather than isolated incidents.
- **Governance oversight:** Governors meet and receive **termly reports** outlining progress, funding allocation and measurable impact, ensuring strategic accountability.

This approach ensures decisions are driven by **evidence, not assumptions**, and that provision remains responsive to children's changing needs.

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### 7. Use of Funding (£91,726)

Tier	Amount	% of Total
Targeted Academic Support	£ 83,064.00	58.12%
Wider Strategies	£ 56,333.00	39.42%

**Breakdown:**



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- Covid Catch up premium - £3,515
- Pupil Premium - £139,397
- Spend - LSA support - £83,064
- Inclusion (Tara & Jo) - £55,248
- Magic Breakfast - £1,085

### 8. Measurable Targets

1. Increase the percentage of disadvantaged pupils achieving ARE in **reading, writing and maths by at least 10% at the end of KS2** in July 2026.
- *Measured by:* End of KS2 standardised outcomes
2. Reduce the attainment gap between disadvantaged pupils and the whole school in **writing**
  3. Ensure **80%+ of disadvantaged pupils** participate in at least one enrichment activity annually.
- *Measured by:*
    - club registers and sign-in sheets
    - enrichment tracking spreadsheet (including PP status, frequency, and duration)

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### 9. Risk Assessment & Contingency Planning

Risk	Likely Impact	Mitigation
Staff turnover or absence	Reduced consistency of high-quality teaching	Strengthened CPD library and coaching; use of consistent LSAs
Increasing complexity of SEND needs	Slower progress for high-need pupils	Tightened graduated response and SEND-PP alignment
Funding pressures	Reduced capacity for interventions	Contingency fund, efficient targeting, use of evidence-based provision

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### 10. Stakeholder Engagement:

- **Governors** oversee the strategy and evaluate termly reports.
- **Parents** engaged through workshops, reading sessions and targeted support.
- **Pupil voice** collected termly to understand barriers and experiences.

- **External agencies** (Speech & Language, Attendance Advisor, APST) contribute to multi-agency planning.
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## 11. Data Analysis and Contextual Interpretation Section

The attainment data for disadvantaged pupils is analysed with careful consideration of **cohort size, SEND and pupil starting points**, alongside national and school level trends.

Due to the **small cohort sizes** and the **high overlap between disadvantage and SEND**, percentage outcomes are interpreted alongside **individual pupil progress, engagement, attendance and personalised targets**, rather than in isolation.

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### National Context – RWM Combined

National published data demonstrates that the attainment gap between disadvantaged and non-disadvantaged pupils at KS2 has remained **largely static over time**, with disadvantaged outcomes plateauing at approximately 47%.

This highlights that the challenge of closing the attainment gap is **systemic and national**, rather than school-specific. As a result, the school's strategy prioritises **high-quality teaching, early identification of need and targeted support**, recognising that sustainable improvement requires long-term, evidence-informed approaches.

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### School Comparison – RWM Combined

#### Attainment Gap Over 3 Years – National Data (RWM Combined)

*(KS2 National Published Data – Rounded)*

<b>National Data KS2 (% RWM)</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>Change 24–25</b>
National Non-Disadvantaged	66%	68%	69%	+1%
National Disadvantaged	45%	47%	47%	0%
<b>National Gap Over Time</b>	<b>-22%</b>	<b>-21%</b>	<b>-22%</b>	<b>+1%</b>

Over half of these pupils had identified SEND, with several pupils working significantly below age-related expectations.

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Despite these contextual challenges, the attainment gap narrowed slightly from **30% to 29%**, indicating early signs that refinements to teaching, intervention and SEND-aligned provision are beginning to have impact.

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### Headline Summary – KS2 Disadvantaged Cohort (2024–25)

- **6 of 15 disadvantaged pupils (40%)** achieved the expected standard in reading, writing and maths.
  - This is **7 percentage points below** the national disadvantaged figure (47%).
  - individual pupils with complex needs having an impact on percentage outcomes
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### Disadvantaged Pupils vs Whole School Outcomes

#### Attainment of Disadvantaged Pupils vs Whole School

Subject	Whole School % ARE+	Disadvantaged % ARE+	Gap
Combined	70.35%	41.67%	-28.68%
Maths	70.85%	36.67%	-34.18%
Reading	64.82%	40%	-24.82%
Writing	57.29%	26.67%	-30.62%

Significant attainment gaps remain across all core subjects.

- **Reading** is a relative strength, reflecting sustained investment in phonics, fluency and comprehension strategies.
- **Maths** and **writing** show the largest gaps, with writing identified as the most significant area to strengthen, particularly for disadvantaged pupils with SEND.

These findings directly inform:

- the renewed focus on oracy and vocabulary development
  - early writing, fine motor work in EYFS and KS1
  - targeted writing interventions and adaptive classroom strategies
  - SEND-aligned support including manipulatives, visuals and scaffolded tasks
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### Attainment of SEND + Disadvantaged Outcomes

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Subject	SEND + DP % ARE+	Gap vs Whole School
Combined	16.13%	-54.22%
Maths	18.18%	-52.67%
Reading	22.73%	-42.09%
Writing	9.09%	-48.20%

Many pupils in this group:

- are working significantly below age-related expectations
- have complex speech, language and communication needs
- experience SEMH needs that impact sustained engagement

For these pupils, success is measured through:

- progress against personalised targets
- improved access to the curriculum
- increased engagement and attendance
- strengthened wellbeing and emotional regulation

Attainment data is therefore considered alongside **qualitative evidence**, including pupil voice and learning behaviours.

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### Use of Data to Drive Improvement

- identify pupils at risk of falling behind
- refine high-quality teaching and adaptive practice
- review impact termly and reallocate resources where needed

Where outcomes are not yet strong enough, leaders have **accurately identified contributing factors** and taken decisive action, including:

- strengthening CPD in maths and writing

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Through evidence-informed teaching, targeted support, we aim to **empower every child** to thrive. Our ultimate goal is that all pupils leave our school **confident, resilient and ready for the next stage of their education**, with progress closely monitored to maximise impact.

