Rudyard Kipling Primary School and Nursery Pupil Premium Grant Report 2015/2016

Published November 2016

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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

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 2015/16 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 narrowed over a period of time.
- By the end of EYFS, disadvantaged children make a Good Level of Development (66.7%) and the difference is significantly diminishing (2.4%) compared to all pupils.
- By the end of KS1, disadvantaged children achieved higher than National results in reading and maths and only 1.9% (1 pupil) lower in writing. The difference is diminishing in combined RWM between disadvantaged and all other pupils and is only 5.6%.
- By the end of KS2, disadvantaged children working at expected level exceeded the LA in Reading, Writing, Maths, GPS and combined RWM. Disadvantaged children working at expected level significantly exceeded National results in Reading, Writing and combined RWM. Higher ability disadvantaged children also did well in Reading and Writing.

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
- 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&2, Success@Arithmetic, Talk4Number

- '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 narrowing the gap 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, is highly effective in helping learners catch up.

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2015/2016 Overview of the school

Contextual information including number of pupils and pupil premium grant (PPG) received		
	RKPS	**LA**
Total number of pupils on roll	406 (YN-6)	-
% of pupils Ever 6 FSM and Children Looked After	41.3%	26.4%
% of pupils IDACI 1-3 (Y1-6)	41.4%	34.6%
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)	4 children- 1.5%	1.5%
Special Education Needs (SEN support) Non-statemented %	33.7%	15.3%
SEN all %	35.2%	16.8%
SEN band (See Appendix 1 – Key)	5 (18.2+% on SEN support)	4
Ethnic Minority Pupils %	17.1%	26.8%
English as an Additional Language (EAL) %	4.1%	14.4%
EAL Band (See Appendix 1 - Key)	3	4
Free School Meals (FSM) %	23.9%	15.6%
FSM band (See Appendix 1 - Key)	4	3

Focus of PPG spending 2015/2016

- Extra TA in Reception
- 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&2, Success@Arithmetic, Talk4Number
- '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

PUPIL PREMIUM GRANT SPENDING 2015/2016	
1:1 Tuition:	
Academic Year 2015/2016	**=8740**
ECAR	
Academic Year 2015/2016	
	76514
Less grant funding in formula budget	-13600
	=62914
ECC	
Academic Year 2015/2016	
	56503
Less grant funding in formula budget	-14700
	=41803
FFT	
Academic Year 2015/2016	**=46738**
BRP	
Academic Year 2015/2016	**=9510**
Inference	
Academic Year 2015/2016	**=9510**
Write Away Together	
Academic Year 2015/2016	**=12885**
Talk Boost	
Academic Year 2015/2016	**=8747**
FCAN 1	
Academic Year 2015/2016	**=12632**
FCAN 2	
Academic Year 2015/2016	**=12727**
Success@Arithmetic	
Academic Year 2015/2016	**=9387**
Talk4Number – Summer Term	
Academic Year 2015/2016	**=9387**
Pupil Progress Meetings	
Academic Year 2015/2016	**=2952**
Further CPD and ongoing maintenance of training	
Academic Year 2015/2016	**=5964**
Administration:	
Academic Year 2015/2016 0.5 days per week	**=5662**
Total	**=259558**
2016/2017 Predicted Pupil Premium Grant =	**207740**
School provision of additional financial resources to supplement PPG *(supplemented through SEN & Higher Level Needs funding)*	**I0006**

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Type of intervention/provision	Cost per pupil (including on costs e.g. resources)
Additional Reception Teaching Assistant – Full time (hours per week)	£14980
School Start – up to 30 weeks, 20 mins per day, 2 times a week TA led 1:6	£227
ECaR (Reading Recovery)**–** 20 weeks, 30 mins per day, accredited teacher led 1:1	£1302
ECC (Numbers Count 1 & 2) **–** approx. 12 weeks, 30 mins per day, accredited teacher led 1:1	£781
BRP – 10 weeks, 30 mins, 3 times a week, TA led 1:1	£170
FFT – approx. 20 weeks, 30 mins per day, TA led 1:1	£113
FCAN 1 – 8 weeks, 30 mins, 3 times a week, TA led 1:4	£136
FCAN 2 - 10 weeks, 30 mins, 3 times a week, TA led 1:4	£170
Inference – 10 weeks, 40 mins, 2xweekly, TA led 1:4	£151
Talk Boost – 10 weeks, 30 mins, 3xweekly, TA led 1:4	£170
Success@Arithmetic – 12 weeks, 40 mins, 3xweekly, TA led 1:4	£351
Talk4Number – 12 weeks, 40 mins, 3xweekly, TA led 1:4	£351
Write Away Together – up to 20 weeks, 20mins, 2xweekly, TA led 1:1	£152
1:1 Tuition – Approx. 10 sessions 1.0 hrs after school, Teacher led 1:1	£380
Greater Depth Maths Tuition	£1172

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EYFS

Year Group	Focus of PPG
Reception	• School Start • Extra Teaching Assistant

Measuring the Impact of School Start

Contextual Information	
Number of KS1 children who accessed School Start	9
Pupil Premium eligible % of children	44%
IDACI decile 1-3 % of children	78%

Performance Data of Pupils in KS1 who accessed School Start					
Number of children who accessed School Start in academic year 2015/2016	% progress in Understanding spoken language	% progress in sound awareness	% progress in attention	% progress in following instructions	% Average progress in social interaction
9	42%	63%	45%	34%	34%

Measuring the Impact of the Extra Teaching Assistant

Comparing Performance Data of Pupils in Reception 2014-15 to 2015-16													
		GLD	Prime Learning Goals								Literacy		Maths	
Year	No. of pupils		C& L			PD		PSE			Reading	Writing	Number	Shape, Space & Measure
			L& A	U	S	M &H	H & S	SC & SA	MFB	MR				
2015	59	59%	75%	80%	75%	71%	95%	81%	85%	86%	64%	61%	68%	71%
FSM	17	59%												
2016	60	68%	82%	85%	75%	78%	88%	82%	90%	90%	72%	70%	75%	75%
FSM	20	71%												

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Key Stage 1

Year Group	Focus of PPG
1	• ECaR • FFT • BRP • Talk Boost • FCAN 1
2	• ECaR • ECC - Numbers Count 1 • FFT • BRP • FCAN 1

Measuring the impact of ECaR in KS1

Contextual Information	
Number of KS1 children who accessed ECaR	13
Pupil Premium eligible % of children	46%
IDACI decile 1-3 % of children	33%

Number of children who completed ECaR in academic year 2015/2016	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	2.56	2.45

Measuring the impact of FFT in KS1

Contextual Information	
Number of KS1 children who accessed FFT	18
Pupil Premium eligible % of children	61%
IDACI decile 1-3 % of children	56%

Number of children who completed FFT in academic year 2015/2016	Progress jumps in approx. 20 weeks in reading (expected progress = 3 jumps per year)	Progress jumps in approx. 20 weeks in reading (expected progress = 3 jumps per year)
10 (8 carried over to Autumn term)	2.3	1.5

Measuring the impact of BRP in KS1

Contextual Information	
Number of KS1 children who accessed BRP	5
Pupil Premium eligible % of children	60%
IDACI decile 1-3 % of children	60%

Number of children who completed BRP in academic year 2015/2016	Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)
3	1

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Measuring the impact of ECC in KS1

Contextual Information	
Number of KS1 children who accessed ECC	8
Pupil Premium eligible % of children	88%
IDACI decile 1-3 % of children	50%

Number of children who completed ECC in academic year 2015/16	Number of months progress made in approx. 14 weeks	Number of months progress made by end of year check (children)
6	17.4	20.7

Measuring the impact of FCAN 1 in KS1

Contextual Information	
Number of KS1 children who accessed FCAN 1	25
Pupil Premium eligible % of children	40%
IDACI decile 1-3 % of children	57%

Number of children who completed FCAN 1 in academic year 2015/2016	Number of months progress made in approx. 8 weeks in maths
14	9.1

Measuring the impact of Talkboost in KS1

Contextual Information	
Number of KS1 children who accessed Talkboost	16
Pupil Premium eligible % of children	50%
IDACI decile 1-3 % of children	50%

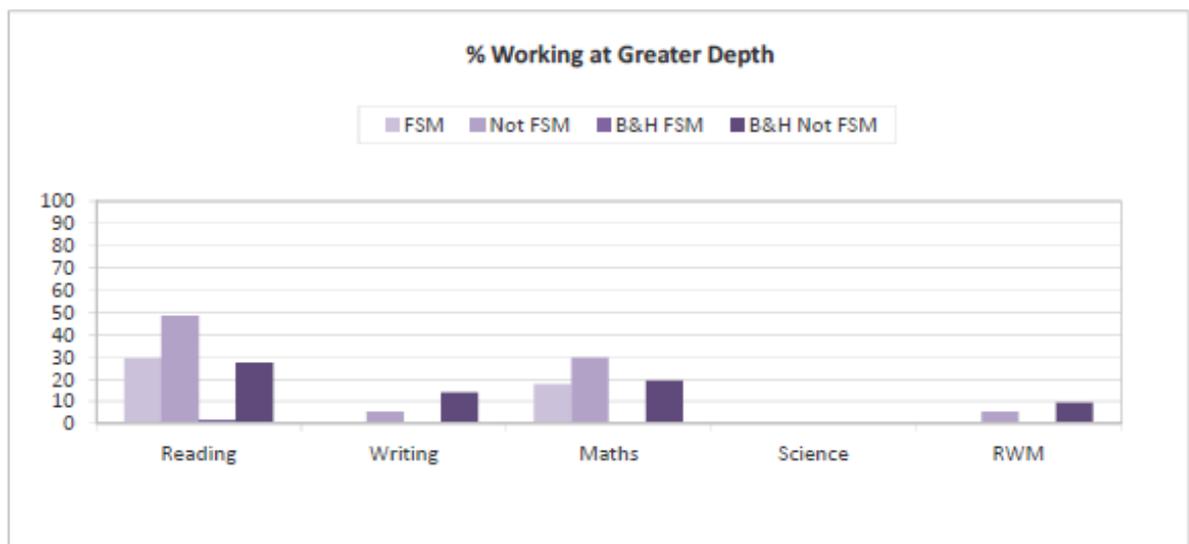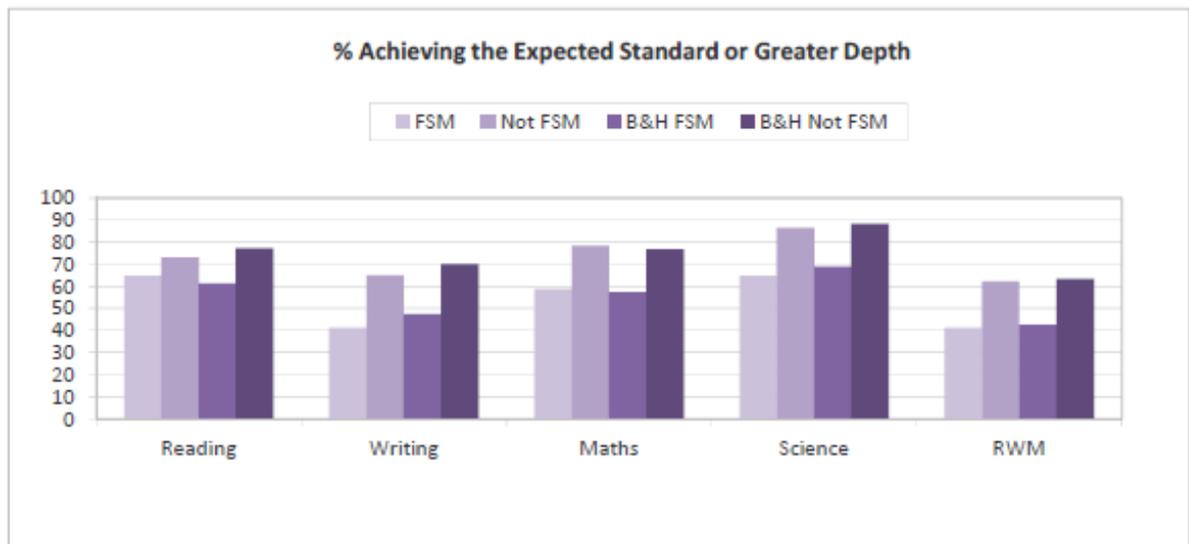| Performance Data of Pupils in KS1 who accessed Talkboost					
Number of children who accessed Talkboost in academic year 2015/2016	% progress in Understanding spoken language	% progress in understanding & using vocabulary	% progress in sentences	% progress in storytelling & narrative	% Average progress in all areas
16	17.9%	14.6%	23.4%	12.1%	17%

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Key Stage 1 Contextual Performance Data 2015/2016 from LA

KS1 2016 Free School Meals (FSM)

Subject	Group	Pupils	School % Below the Pre-Key Stage Standard	School % Foundations for the Expected Standard	School % Working Towards the Expected Standard	School % Achieving the Expected Standard or Greater Depth	School % Working at Greater Depth	B&H % Below the Pre-Key Stage Standard	B&H % Foundations for the Expected Standard	B&H % Working Towards the Expected Standard	B&H % Achieving the Expected Standard or Greater Depth	B&H % Working at Greater Depth
Reading	FSM	17	0.0	5.9	29.4	64.7	29.4	4.4	11.4	22.8	61.3	14.8
Reading	Not FSM	37	0.0	0.0	27.0	73.0	48.6	1.1	3.8	17.7	77.2	27.5
Writing	FSM	17	0.0	11.8	47.1	41.2	0.0	4.8	10.2	37.3	47.5	6.5
Writing	Not FSM	37	0.0	2.7	32.4	64.9	5.4	1.4	3.9	24.6	70.0	14.1
Maths	FSM	17	0.0	17.6	23.5	58.8	17.6	4.1	9.9	28.3	57.4	10.2
Maths	Not FSM	37	0.0	5.4	16.2	78.4	29.7	1.0	3.5	18.6	76.8	19.4
Science	FSM	17	-	-	35.3	64.7	-	-	-	31.2	68.8	-
Science	Not FSM	37	-	-	13.5	86.5	-	-	-	11.6	88.3	-
Reading, Writing and Maths	FSM	17	-	-	-	41.2	0.0	-	-	-	42.6	4.1
Reading, Writing and Maths	Not FSM	37	-	-	-	62.2	5.4	-	-	-	63.3	9.4

% Achieving the Expected Standard or Greater Depth
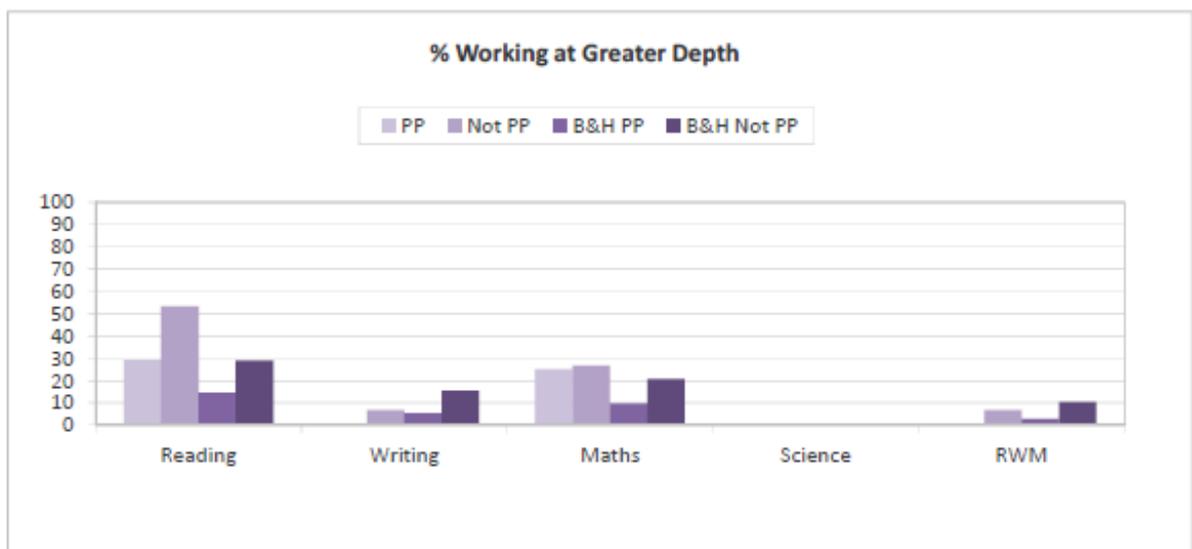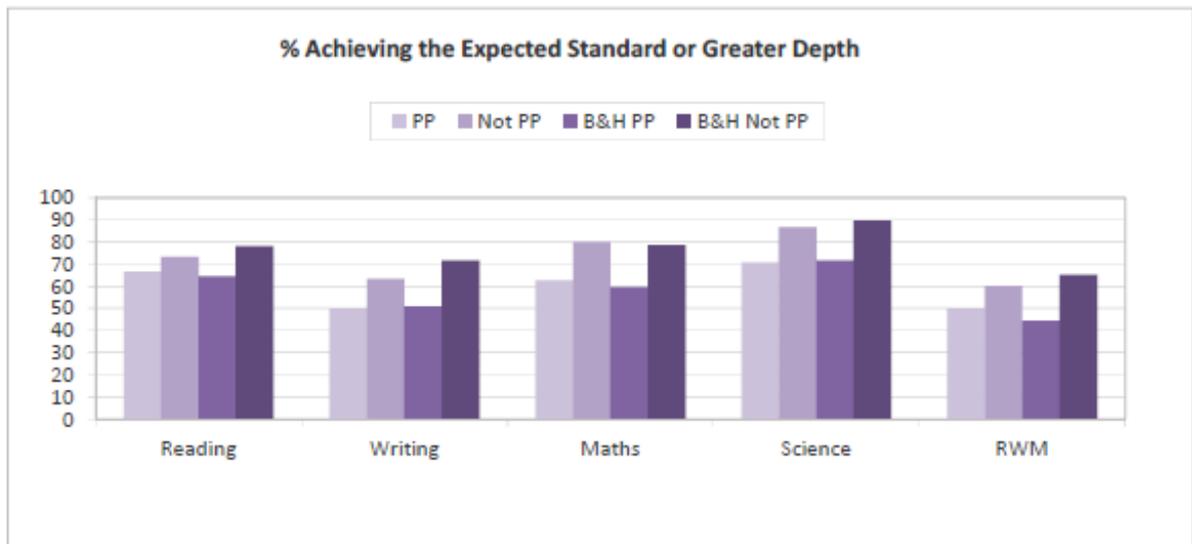

% Working at Greater Depth

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KS1 2016 Pupil Premium (PP)

Subject	Group	Pupils	School					Brighton & Hove				
			% Below the Pre-Key Stage Standard	% Foundations for the Expected Standard	% Working Towards the Expected Standard	% Achieving the Expected Standard or Greater Depth	% Working at Greater Depth	% Below the Pre-Key Stage Standard	% Foundations for the Expected Standard	% Working Towards the Expected Standard	% Achieving the Expected Standard or Greater Depth	% Working at Greater Depth
Reading	PP	24	0.0	4.2	29.2	66.7	29.2	3.4	9.7	22.2	64.5	14.6
	Not PP	30	0.0	0.0	26.7	73.3	53.3	1.0	3.4	17.3	78.1	29.0
Writing	PP	24	0.0	8.3	41.7	50.0	0.0	3.6	9.1	36.3	50.9	5.4
	Not PP	30	0.0	3.3	33.3	63.3	6.7	1.4	3.5	23.4	71.6	15.4
Maths	PP	24	0.0	12.5	25.0	62.5	25.0	3.3	8.5	28.5	59.6	9.7
	Not PP	30	0.0	6.7	13.3	80.0	26.7	0.9	3.2	17.4	78.4	20.6
Science	PP	24	-	-	29.2	70.8	-	-	-	28.4	71.6	-
	Not PP	30	-	-	13.3	86.7	-	-	-	10.1	89.7	-
Reading, Writing and Maths	PP	24	-	-	-	50.0	0.0	-	-	-	44.3	2.8
	Not PP	30	-	-	-	60.0	6.7	-	-	-	65.2	10.5

% Achieving the Expected Standard or Greater Depth

% Working at Greater Depth

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Measuring the impact of ECaR in KS2

Contextual Information	
Number of children in KS2 who accessed ECaR	6
Pupil Premium eligible % of children	83%
IDACI decile 1-3 % of children	67%

Number of children who completed ECaR in academic year 2015/2016	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	2

Measuring the impact of FFT in KS2

Number of children who completed FFT in academic year 2015/2016	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)
11	2.1	0.9

Contextual Information	
Number of children in KS2 who accessed FFT	18
Pupil Premium eligible % of children	67%
IDACI decile 1-3 % of children	56%

Measuring the impact of BRP in KS2

Contextual Information	
Number of children in KS2 who accessed BRP	17
Pupil Premium eligible % of children	35%
IDACI decile 1-3 % of children	47%

Number of children who completed BRP in academic year 2015/2016	Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)
15	1.1

Measuring the impact of Inference in KS2

Contextual Information	
Number of children in KS2 who accessed Inference	28
Pupil Premium eligible % of children	61%
IDACI decile 1-3 % of children	39%

Number of children who completed Inference in academic year 2015/2016	Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)
24	1.25

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Measuring the impact of Write Away Together in KS2

Contextual Information	
Number of children in KS2 who accessed Write Away Together	8
Pupil Premium eligible % of children	63%
IDACI decile 1-3 % of children	38%

Number of children who completed Write Away Together in academic year 2015/2016	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)
6	1.2	1

Measuring the impact of ECC in KS2

Contextual Information	
Number of children in KS2 who accessed ECC	10
Pupil Premium eligible % of children	70%
IDACI decile 1-3 % of children	40%

Number of children who completed ECC in academic year 2015/16	Number of months progress made in approx. 14 weeks	Number of months progress made by end of year check (children)
10	18.1	20.7

Measuring the impact of Success@Arithmetic in KS2

Contextual Information	
Number of children in KS2 who accessed Success@Arithmetic	4
Pupil Premium eligible % of children	75%
IDACI decile 1-3 % of children	50%

Number of children who completed Success@Arithmetic in academic year 2015/2016	NC Sub-levels progress made in approx. 12 weeks in maths
4	1

Measuring the impact of Talk4Number in KS2

Contextual Information	
Number of children in KS2 who accessed Talk4Number	8
Pupil Premium eligible % of children	75%
IDACI decile 1-3 % of children	50%

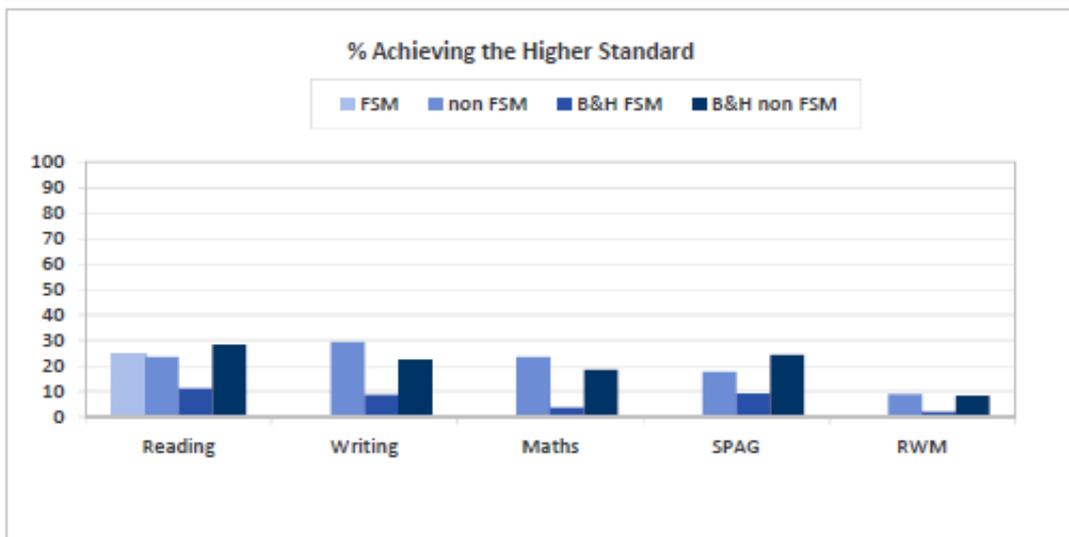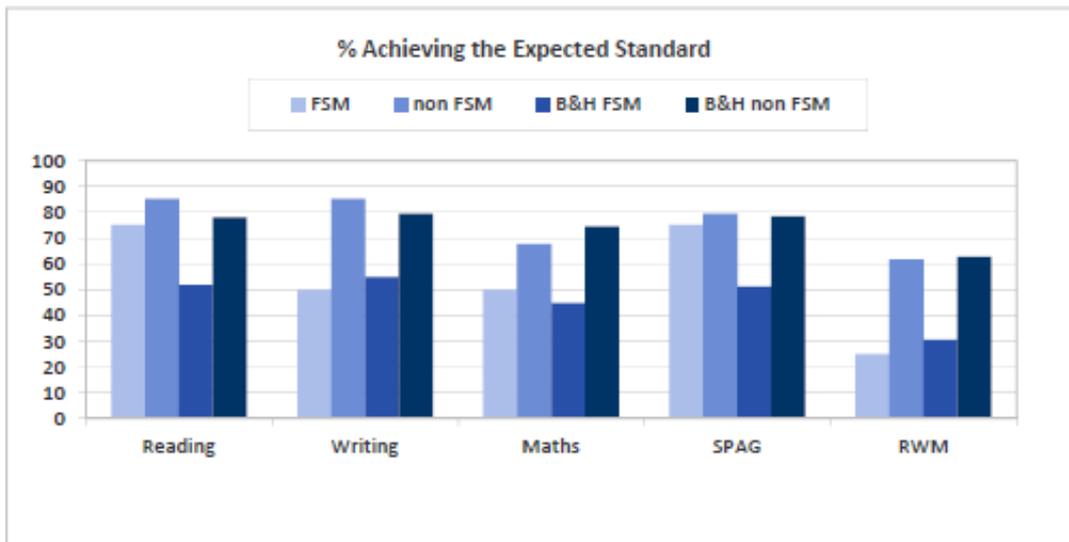| Number of children who completed Talk4Number in academic year 2015/2016	Number of months progress made in approx. 12 weeks in maths
8	8.75

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Measuring the impact of FCAN 2 in KS2

Contextual Information	
Number of children in KS2 who accessed FCAN 2	8
Pupil Premium eligible % of children	75%
IDACI decile 1-3 % of children	63%

Number of children who completed FCAN 2 in academic year 2015/2016	Number of months progress made in approx. 8 weeks in maths
7	8.7

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

Contextual Information	
Number of Yr 6 children who accessed targeted teaching support	38
Pupil Premium eligible % of children	45%
IDACI decile 1-3 % of children	42%

Contextual Information	
Number of children Yr 6 who had 1:1 tuition	23 (some more than 1 subject)
Pupil Premium eligible % of children	70%
IDACI decile 1-3 % of children	44%
Number of children targeted for reading	21
Number of children targeted for writing	6
Number of children targeted for maths	3
Number of children targeted for greater depth maths	6
Number of children targeted for greater depth reading/GPS	7

	% of children working below ARE	% of children working at or above ARE	% of children working at Greater Depth
Reading	21%	87%	24%
Writing	16%	82%	26%
Maths	13%	66%	21%

	% of children working at or above ARE	% of children working at Greater Depth
Combined Reading, Writing & Maths	58%	7.9%

	Reading	Writing	Maths
% of disadvantaged children working at or above ARE (National figures)	82.4% (52.4%)	70.6% (63.2%)	52.9% (56.8%)

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Key Stage 2 Contextual Performance Data 2015/2016 from LA

KS2 2016 Free School Meals (FSM)

Subject	Group	Pupils	% Below standard of the pre-Key Stage	% Working at the pre-Key Stage standard	% Working towards the expected standard	% Achieving the expected standard	% Achieving the higher standard	Average Scaled Score	% Achieving the expected standard	% Achieving the higher standard	Average Scaled Score
			School						**Brighton & Hove**		
			from teacher assessment			from tests (except writing)			from tests (except writing)		
Reading	FSM	4	0.0	0.0	25.0	75.0	25.0	103.0	51.7	11.1	100.3
	non FSM	34	0.0	0.0	20.6	85.3	23.5	105.3	77.8	28.2	105.1
Writing	FSM	4	0.0	0.0	50.0	50.0	0.0	-	54.9	8.6	-
	non FSM	34	0.0	2.9	0.0	85.3	29.4	-	79.4	22.6	-
Maths	FSM	4	0.0	0.0	25.0	50.0	0.0	101.3	44.9	3.7	99.0
	non FSM	34	0.0	0.0	11.8	67.6	23.5	104.4	74.5	18.4	103.8
SPAG	FSM	4	-	-	-	75.0	0.0	99.8	51.1	9.1	100.2
	non FSM	34	-	-	-	79.4	17.6	103.8	78.5	24.3	104.8
RWM	FSM	4	-	-	-	25.0	0.0	-	30.6	2.0	-
	non FSM	34	-	-	-	61.8	8.8	-	62.6	8.4	-

% Achieving the Expected Standard

% Achieving the Higher Standard

KS2 2016 Pupil Premium (PP)

Subject	Group	Pupils	School from teacher assessment			School from tests (except writing)			Brighton & Hove from tests (except writing)		
			% Below standard of the pre-Key Stage	% Working at the pre-Key Stage standard	% Working towards the expected standard	% Achieving the expected standard	% Achieving the higher standard	Average Scaled Score	% Achieving the expected standard	% Achieving the higher standard	Average Scaled Score
Reading	PP	17	0.0	0.0	29.4	82.4	11.8	103.7	57.4	12.4	101.0
	non PP	21	0.0	0.0	14.3	85.7	33.3	106.1	80.7	31.1	105.8
Writing	PP	17	0.0	5.9	23.5	70.6	11.8	-	61.4	9.5	-
	non PP	21	0.0	0.0	0.0	90.5	38.1	-	81.7	25.0	-
Maths	PP	17	0.0	0.0	23.5	52.9	5.9	101.5	50.8	5.9	100.0
	non PP	21	0.0	0.0	4.8	76.2	33.3	106.1	78.0	20.5	104.4
SPAG	PP	17	-	-	-	70.6	5.9	100.9	58.0	12.1	101.2
	non PP	21	-	-	-	85.7	23.8	105.4	81.1	26.2	105.3
RWM	PP	17	-	-	-	47.1	0.0	-	37.4	2.3	-
	non PP	21	-	-	-	66.7	14.3	-	66.2	9.5	-
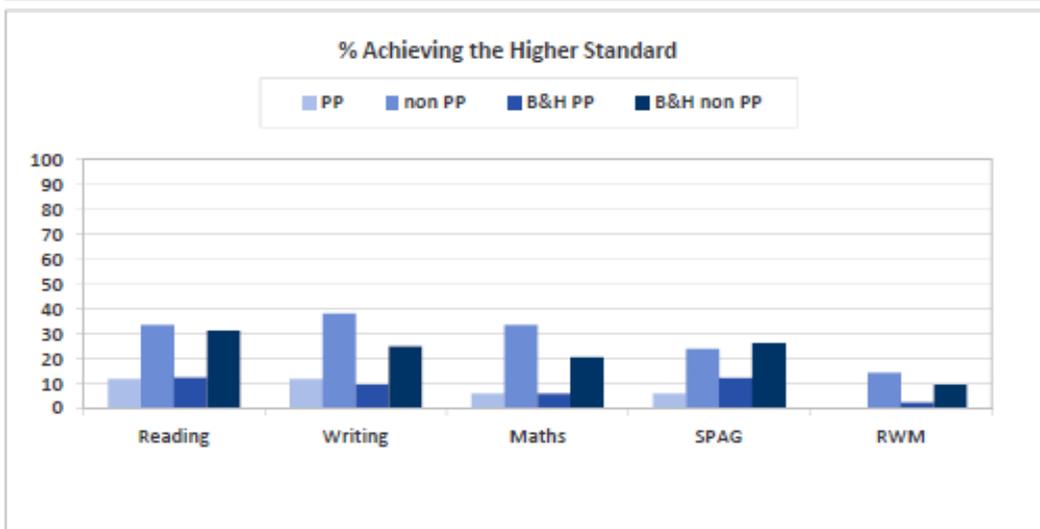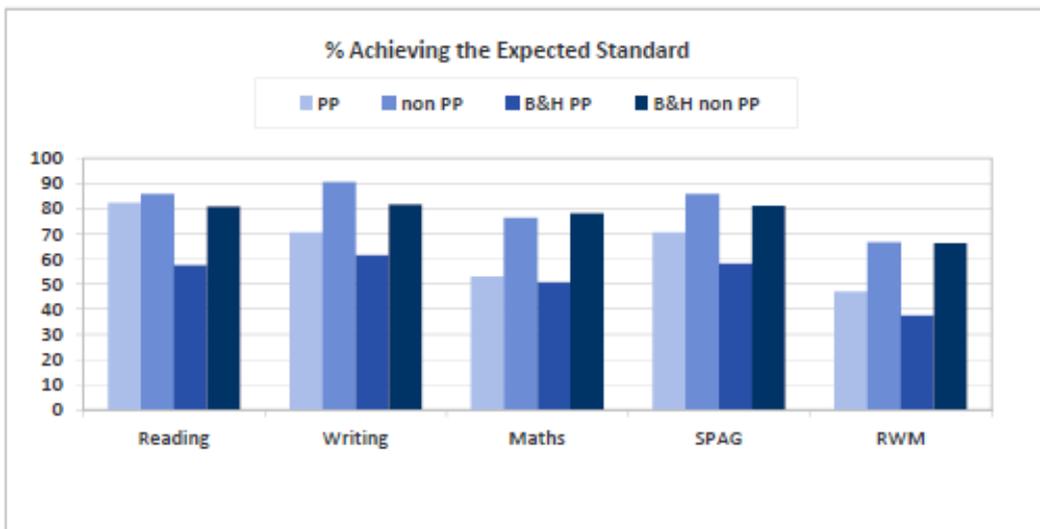
% Achieving the Expected Standard

% Achieving the Higher Standard

Focus of PPG spending 2016/2017

- ➢ 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&2, Success@Arithmetic, Talk4Number

- ➢ '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

- ➢ Nursery assistant to deliver new Speech & Language programme to target nursery age children

- ➢ Administrative cost

Appendix 1 – Bandings Key based on BHCC Local Authority bandings at

Rudyard Kipling is currently in FSM band 4 and SEN band 4 for both categories. Bandings are based on quintiles from RAISE Online 2015 (2011 for FSM), which divide schools in England into 5 bands with each band representing 20% of schools:

% Free School Meal Banding

Band	Range	Schools
1	0 - 5.2%	4
2	5.3 - 9.8%	16
3	9.9 - 17.2%	13
4	17.3 - 30.3%	13
5	30.4 - 90.1% +	6

% SEN Support Banding

Band	Threshold	Schools
1	0 - 7.4%	6
2	7.5 - 10.3%	6
3	10.4 - 13.5%	16
4	13.6 - 18.1%	11
5	18.2% +	12

% SEN Statement or Education, Health and Care Plan Banding

Band	Range	Schools
1	0 - 0.2%	2
2	0.3 - 0.7%	19
3	0.8 - 1.2%	8
4	1.3 - 2.0%	13
5	2.1% +	9

% English as Additional Language Banding

Band	Range	Schools
1	0 - 1.1%	0
2	1.1 - 3.3%	0
3	3.3 - 8.0%	16
4	8.0 - 23.7%	28
5	23.7% +	8

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

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.

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.

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.