

# Rudyard Kipling's Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Rudyard Kipling Primary
Number of pupils in school	344
Proportion (%) of pupil premium eligible pupils	33.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	07.12.21
Date on which it will be reviewed	01.07.22
Statement authorised by	Euan Hanington Headteacher
Pupil premium lead	Sarah Kirby Deputy Headteacher
Governor / Trustee lead	David Troubridge Governor for disadvantaged

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 157,675
Recovery premium funding allocation this academic year	£ 16,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£173,770</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Vocabulary</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS2 when triangulated with engagement in lessons, book looks and on-going formative assessment, and in general it is more prevalent among our disadvantaged pupils than their peers.

	Our baseline data in our Nursery and Reception classes, highlights very low levels of spoken language attainment. In 2021 only 1 disadvantaged child was on track for speaking on entry to Reception compared to 27% of other children and 79% of all children entering our 3 year old Nursery were not on track for C & L.
2	<p><b>Phonics</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>On entry to Reception class over the last 2 years, 29% of our disadvantaged pupils arrived at age-related expectations in reading compared to 58% of other pupils.</p> <p>(By the end of KS2, 78% of our disadvantaged pupils leave at the expected standard for reading)</p>
3	<p><b>Knowledge retention</b></p> <p>Assessments, observations, and discussions with pupils indicate poor recall of key curriculum knowledge among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p><b>Mathematics</b></p> <p>Internal and historic external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 0 – 26% of our disadvantaged pupils arrived at age-related expectations in Number compared to 56 - 62% of all pupils.</p> <p>(By the end of KS2, 87% of our disadvantaged pupils leave at the expected standard for mathematics)</p>
5	<p><b>Wellbeing &amp; Attainment</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
6	<p><b>Wellbeing</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to socio-economic pressures at home caused by COVID-19 restrictions and lack of enrichment opportunities during school closure.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support increased dramatically during the pandemic, particularly for children with anxiety and trauma. 38% of children attending school in March 2021 were because of vulnerability not children of key workers.</p> <p>29 pupils (22 of whom are disadvantaged) currently require additional support with social and emotional needs in 1:1 and small-group support.</p>
7	<p><b>Absence</b></p>

	<p>Our persistent absence data over the last 3 years has been above National and the Local Authority. It also indicates that absence among disadvantaged pupils has been between 2% and 3% higher than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.
Disadvantaged pupils 'know more and can do more'	Assessments and observations indicate significantly improved retention of curriculum knowledge. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a reduction in disadvantaged pupils' poor behaviour choices</li> <li>• a reduction in the number of referrals for anxiety and trauma</li> </ul>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3.9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced <math>\leq 1\%</math></li> <li>the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund a teacher to train as a Forest School Lead.</p>	<p>Based on internal data and case studies from previous Forest School sessions, we can see that it improves children's attendance and engagement with school.</p> <p><a href="#">Parental engagement   Toolkit Strand   Educational Endowment Foundation   EEF</a></p>	<p>5, 6, 7</p>
<p>To fund a day's supply a week to cover PPA to release an ECAR TA to deliver FFT a reading and writing intervention</p>	<p>EEF suggests: 'Oral Language interventions have high impact on pupil outcomes of 6 months additional progress.'</p> <p>From our end of intervention assessments children make on average at least 2 + terms progress in both reading and writing</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 3</p>
<p>To recruit a full time teaching assistant to work in Reception</p>	<p>EEF Toolkit suggests: 'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.'</p>	<p>1, 2, 3</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £103,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF</a> (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Funding Teaching Assistants to deliver ECAR interventions – FFT, BRP, Hi Five, Inference which also includes higher attainers</p>	<p>EEF suggests: ‘Oral Language interventions have high impact on pupil outcomes of 6 months additional progress.’</p> <p>From our end of intervention assessments children make on average at least 2 + terms progress in both reading and writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>

Additional mathematics sessions targeted at disadvantaged pupils who require further number sense and calculation support.	The evidence for ECC programmes comes from the schools that use its interventions and record data on the children taking part. Children make an average of 13.5 months progress in just 4 months of support – over 3 times the normal rate of progress.  <a href="https://everychildcounts.edgehill.ac.uk/tackling-disadvantage">https://everychildcounts.edgehill.ac.uk/tackling-disadvantage</a>	3, 4
Fund staff to deliver Early Talk Boost in EYFS	EEF Toolkit suggests: 'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.'	1, 2, 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,623.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for a Learning Mentor	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.  <a href="#">Parental engagement   Toolkit Strand   Educational Endowment Foundation   EEF</a>	5, 6, 7
Funding for a Child Welfare Officer	Internal case studies demonstrate that meetings to discuss and address issues can make a significant difference as can securing external agency support for them.  EEF - 'increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.' Having a dedicated person for attendance ensures that good communication and relationships are developed quickly - particularly for the most vulnerable. Early support can be given asap.  <a href="#">Parental engagement   Toolkit Strand   Educational Endowment Foundation   EEF</a>	5, 6, 7
Theraplay	Theraplay is a dyadic child and family therapy that has been recognized by	5, 6

	<p>the Association of Play Therapy as one of seven seminal psychotherapies for children. Developed over 50 years ago, and practiced around the world, Theraplay was developed for any professional working to support healthy child/caregiver attachment. Strong attachment between the child and the important adults in their life has long been believed to be the basis of lifelong good mental health as well as the mainstay of resilience in the face of adversity.</p>	
<p>Magic Breakfast</p>	<p>Is a charity that aims to end hunger as a barrier to education in UK schools. We provide bagels to all children daily in school and provide an early morning targeted breakfast intervention to vulnerable families.</p>	<p>5, 6, 7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified – such as uniform, school trips, families in hardship, school clubs</p>	<p>6</p>

**Total budgeted cost: £164,393.84**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal observations, monitoring and assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by our dedicated staff going above and beyond what was expected of them in extremely challenging circumstances. We utilised a range of online resources such as Google Classroom, the Oak Academy, BBC Bitesize and we made weekly calls to children and parents to check in on their well-being.

Our interventions also helped children to diminish the difference and this is how we assess whether they have the required impact (**see Appendix 1**).

Although overall absence had reduced from 2019 3.7% to 2021 3.1% (less than the national average) and disadvantaged absence and persistence absence had reduced, there were still unacceptable gaps between the absence of disadvantaged and non-disadvantaged pupils.

This is why attendance is still a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Use of Catch-Up funding to provide a further half hour S & L intervention
- To ensure all teachers in KS1 and Y3 have had Sounds Write phonics training
- To train a new teacher in our writing strategy Power of Reading
- We are participating in the joint EEF, Brighton & Hove and Durrington Research School's "From Mitigation to Success: Tackling Educational Disadvantage" programme, working collaboratively to secure effective change through effective teacher informed development.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated which activities and interventions undertaken in previous years had had the most impact.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with pupils and teachers and pupil progress meetings in order to identify the challenges faced by disadvantaged pupils. We engaged with the "Effective use of the pupil premium" training programme delivered by the EEF with Durrington Research School.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to continue to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

## Appendix 1

### Impact of Interventions in 2020 -21

#### EYFS

Year Group	Focus of PPG
Nursery	<ul style="list-style-type: none"><li>Word Play</li></ul>

#### Measuring the Impact of Word Play

Contextual Information	
Number of Nursery children who accessed Word Play	6
Pupil Premium eligible % of children	67%
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 2020/2021	% progress in Vocabulary	% progress in Understanding	% progress in Sentences	% progress in Narrative	% progress in Speech	% progress in Social
5 (1 was absent for retest)	12%	3%	29%	21%	14%	16%

Year Group	Focus of PPG
Reception	<ul style="list-style-type: none"><li>Early Talk Boost</li></ul>

**Measuring the Impact of Early Talk Boost**

<b>Contextual Information</b>	
<b>Number of Reception children who accessed Early Talk Boost</b>	<b>6</b>
<b>Pupil Premium eligible % of children</b>	<b>17%</b>
<b>IDACI decile 1-3 % of children</b>	<b>50%</b>

<b>Number of children who accessed Early Talk Boost in academic year 2020/2021</b>	<b>% progress in Attention and Listening</b>	<b>% progress in Understanding Words and Sentences</b>	<b>% progress in Speaking</b>	<b>% progress in Personal, Social and Emotional Skills</b>
<b>6</b>	<b>12%</b>	<b>4%</b>	<b>10%</b>	<b>14%</b>

**Key Stage 1**

<b>Year Group</b>	<b>Focus of PPG</b>
<b>Y1 and Y2</b>	<ul style="list-style-type: none"> <li>• <b>ECaR</b></li> <li>• <b>FFT</b></li> <li>• <b>BRP</b></li> <li>• <b>Narrative</b></li> <li>• <b>Talk Boost</b></li> </ul>

**Measuring the impact of ECAR in KS1**

<b>Contextual Information</b>	
<b>Number of KS1 children who accessed ECaR</b>	<b>7</b>
<b>Pupil Premium eligible % of children</b>	<b>71%</b>
<b>IDACI decile 1-3 % of children</b>	<b>43%</b>

<b>Number of children who completed ECaR in academic year 2020/2021</b>	<b>Progress jumps in approx. 20 weeks in reading (expected progress = 3 jumps per year)</b>	<b>Progress jumps in approx. 20 weeks in writing (expected progress = 3 jumps per year)</b>
<b>7  (6 didn't complete all lessons due to Covid)</b>	<b>2.9</b>	<b>1.6</b>

**Measuring the impact of FFT in KS1**

<b>Contextual Information</b>	
<b>Number of KS1 children who accessed FFT</b>	<b>7</b>
<b>Pupil Premium eligible % of children</b>	<b>71%</b>
<b>IDACI decile 1-3 % of children</b>	<b>43%</b>

<b>Number of children who completed FFT in academic year 2020/2021</b>	<b>Progress jumps in approx. 20 weeks in reading (expected progress = 3 jumps per year)</b>	<b>Progress jumps in approx. 20 weeks in writing (expected progress = 3 jumps per year)</b>
<b>5 (2 carried over to Autumn term)</b>	<b>2.8</b>	<b>2.2</b>

**Measuring the impact of BRP in KS1**

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

Number of children who completed BRP in academic year 2020/2021	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	3	2

### Measuring the impact of Talk Boost in KS1

Contextual Information	
Number of KS1 children who accessed Talk Boost	8
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 2020/2021	% 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%

### Measuring the impact of Narrative in KS1

Contextual Information	
Number of KS1 children who accessed Narrative	6
Pupil Premium eligible % of children	83%
IDACI decile 1-3 % of children	83%

<b>Number of children who accessed Narrative in academic year 2020/2021</b>	<b>% progress in understanding story components</b>	<b>% progress in understanding grammatical structures</b>
<b>6</b>	<b>21%</b>	<b>22%</b>

### Key Stage 2

<b>KS2</b>	<b>Focus of PPG</b>
	<ul style="list-style-type: none"> <li>• FFT</li> <li>• BRP</li> <li>• Narrative</li> <li>• Inference</li> <li>• Hi Five</li> <li>• SNIP</li> <li>• Guided Reading group</li> <li>• Writing group</li> </ul>

### Measuring the impact of FFT in KS2

<b>Contextual Information</b>	
<b>Number of KS2 children who accessed FFT</b>	<b>8</b>
<b>Pupil Premium eligible % of children</b>	<b>50%</b>
<b>IDACI decile 1-3% of children</b>	<b>50%</b>

<b>Number of children who completed FFT in academic year 2020/2021</b>	<b>Progress jumps in approx. 20 weeks in reading (expected progress = 3 jumps per year)</b>	<b>Progress jumps in approx. 20 weeks in writing (expected progress = 3 jumps per year)</b>
<b>8</b>	<b>2.3</b>	<b>2.3</b>

**Measuring the impact of BRP in KS2**

<b>Contextual Information</b>	
<b>Number of children in KS2 who accessed BRP</b>	<b>8</b>
<b>Pupil Premium eligible % of children</b>	<b>38%</b>
<b>IDACI decile 1-3 % of children</b>	<b>13%</b>

<b>Number of children who completed BRP in academic year 2020/2021</b>	<b>Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)</b>	<b>Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)</b>
<b>6 (2 carried over to Autumn term)</b>	<b>3</b>	<b>4</b>

**Measuring the impact of Inference in KS2**

<b>Contextual Information</b>	
<b>Number of children in KS2 who accessed Inference</b>	<b>6</b>
<b>Pupil Premium eligible % of children</b>	<b>0%</b>
<b>IDACI decile 1-3 % of children</b>	<b>0%</b>

<b>Number of children who completed inference in academic year 2020/2021</b>	<b>Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)</b>	<b>Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)</b>
<b>6</b>	<b>4.5</b>	<b>5</b>



**Measuring the impact of Narrative in KS2**

<b>Contextual Information</b>	
<b>Number of KS1 children who accessed Narrative</b>	<b>5</b>
<b>Pupil Premium eligible % of children</b>	<b>60%</b>
<b>IDACI decile 1-3 % of children</b>	<b>40%</b>

<b>Number of children who accessed Narrative in academic year 2020/2021</b>	<b>% progress in understanding story components</b>	<b>% progress in understanding grammatical structures</b>
<b>5</b>	<b>27%</b>	<b>37.5%</b>

**Measuring the impact of SNIP in KS2**

<b>Contextual Information</b>	
<b>Number of children in KS2 who accessed SNIP</b>	<b>3</b>
<b>Pupil Premium eligible % of children</b>	<b>33%</b>
<b>IDACI decile 1-3 % of children</b>	<b>33%</b>

<b>Number of children who completed SNIP in academic year 2020/2021</b>	<b>Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)</b>	<b>Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)</b>
<b>2 (1 carried over to Autumn term)</b>	<b>5</b>	<b>4.5</b>

**Measuring the impact of High Five in KS2**

<b>Contextual Information</b>	
<b>Number of children in KS2 who accessed High Five</b>	<b>12</b>
<b>Pupil Premium eligible % of children</b>	<b>42%</b>
<b>IDACI decile 1-3 % of children</b>	<b>25%</b>

<b>Number of children who completed High Five in academic year 2020/2021</b>	<b>Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)</b>	<b>Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)</b>
<b>12</b>	<b>3.25</b>	<b>2.25</b>

**Measuring the impact of the Writing Group**

<b>Contextual Information</b>	
<b>Number of children in KS2 who accessed the Writing Group</b>	<b>5</b>
<b>Pupil Premium eligible % of children</b>	<b>20%</b>
<b>IDACI decile 1-3 % of children</b>	<b>20%</b>

<b>Number of children who completed the Writing Group in academic year 2020/2021</b>	<b>Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)</b>	<b>Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)</b>
<b>5</b>	<b>3.2</b>	<b>1.8</b>

**Measuring the impact of the Guided Reading Group**

<b>Contextual Information</b>	
<b>Number of children in KS2 who accessed the Guided Reading Group</b>	<b>15</b>
<b>Pupil Premium eligible % of children</b>	<b>60%</b>
<b>IDACI decile 1-3 % of children</b>	<b>53%</b>

<b>Number of children who completed the Guided Reading Group in academic year 2020/2021</b>	<b>Progress jumps in approx. 10 weeks in reading (expected progress = 3 jumps per year)</b>	<b>Progress jumps in approx. 10 weeks in writing (expected progress = 3 jumps per year)</b>
<b>15</b>	<b>3.1</b>	<b>1.7</b>