

# 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	347
Proportion (%) of pupil premium eligible pupils	36.3%
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	07.10.22
Date on which it will be reviewed	07.10.23
Statement authorised by	Euan Hanington Headteacher
Pupil premium lead	Sarah Kirby Deputy Headteacher
Governor / Trustee lead	Katherine Wickenden Governor for disadvantaged

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 159,726
Recovery premium funding allocation this academic year	£ 15,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£175,386</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 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	<p><b>Vocabulary</b></p> <p>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.</p> <p>Our baseline data in our Nursery and Reception classes, highlights very low levels of spoken language attainment.</p> <p>In 2023, only 29% (14/49) of children were on track for speaking on entry to Reception. Only 6% (1/17) of disadvantaged children were on track.</p>

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 in 2023, 2% of our disadvantaged pupils arrived at age-related expectations in reading compared to 22% of other pupils. Both figures show the impact of Covid on our children's language development.</p> <p><b>(By the end of KS2, 83% of our disadvantaged pupils leave at the expected standard for reading compared to 80% of all pupils.)</b></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 in 2023, 35% of our disadvantaged pupils arrived at age-related expectations in Number compared to 37% of all pupils.</p> <p><b>(By the end of KS2, 71% of our disadvantaged pupils leave at the expected standard for mathematics)</b></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 knowledge gaps, leading to some KS1 pupils falling behind age-related expectations, especially in reading 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. <b>38% of children</b> attending school in March 2021 were because of vulnerability, not children of key workers.</p> <p><b>37 pupils (27 of whom are disadvantaged)</b> 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>

## 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>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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>

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: £24,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Teach training for key adults	EEF suggests: 'Oral Language interventions have high impact on pupil outcomes of 6 months additional progress.'  From our end of intervention assessments children make on average at least 2 + terms progress in both reading and writing  <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>	1, 2, 3
To recruit a full time teaching assistant to work in Reception	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

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

Budgeted cost: £91,726

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding Teaching Assistants to deliver ECAR interventions – FFT, BRP, Inference which also includes higher attainers	EEF suggests: 'Oral Language interventions have high impact on pupil outcomes of 6 months additional progress.'  From our end of intervention assessments children make on average at least 2 + terms progress in both reading and writing.	1, 2, 3

	<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>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access LA and Maths Hub resources and CPD (including Teaching for Mastery training and Number Sense).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3, 4, 5
<p>Purchase of Sounds Write phonics books and staff training, to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Purchase of iPads for each class to use educational apps to support SEN children</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Fund staff to deliver Early Talk Boost in EYFS</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>	1, 2, 3

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

Budgeted cost: £49,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>The whole staff will have 'Empowerment Approach' training and the approaches will be embedded into routine practices throughout the school and supported by continuing professional development</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5, 6, 7
<p>Funding for a Family Support Worker.</p>	<p>Internal case studies demonstrate that meetings to discuss and address issues can make a significant difference as can securing external agency support for them.</p> <p>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.</p> <p><a href="#">Parental engagement   Toolkit Strand   Educational Endowment Foundation   EEF</a></p>	5, 6, 7
<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 many vulnerable families.</p> <p><a href="https://www.magicbreakfast.com/">https://www.magicbreakfast.com/</a></p>	5, 6, 7
<p>Funding of the Soundmakers programme and the Charanga music curriculum. This ensures all children will learn an instrument in their time at primary school and have a high quality</p>	<p>The EEF suggests that ensuring children access a rich and stimulating arts education can have an impact on all areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5

curriculum experience.		
Resources for free after school clubs e.g. art and cooking	The EEF suggests that ensuring children access a rich and stimulating arts education can have an impact on all areas of the curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	6, 7
Nurture provision with a full time learning mentor.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5, 6, 7
Playground equipment to support our OPAL journey.	Instrumental value of interventions to improve playtimes can be found in children's greater engagement in a range of movements and MVPA; in increased prosocial behaviour and reduction in conflicts and the development of social and emotional skills; better problem-solving skills, self-regulation and self-confidence; reduced stress, boredom and injury  <a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a>	5, 6, 7
Contingency fund for acute issues.	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, transport for school trips, payment of school trips, families in hardship, school clubs	6

**Total budgeted cost: £168,624.29**



## 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 2021 to 2022 academic year.

Internal observations, monitoring and assessments during 2021/22 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.

Overall absence has increased from 2019 3.7% to 2022 6.5% (more than the national average) due to a rise in sickness following Covid. Disadvantaged and persistence absence has also increased. This is why attendance is still a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted in the last two years, 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:

- To provide a further half hour S & L intervention in EYFS
- To ensure all new teachers in KS1 have had Sounds Write phonics training
- To train three new teachers 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.
- We are also participating in the Brighton & Hove and Durrington Research School's 'Effective Professional Development' programme, to develop an effective model of staff CPD that has an impact on both staff and children's learning.

### **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 and 'Effective CPD' 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.