



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Kimberley Primary & Nursery School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers	2023-24 Action Plan covers 2021-24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Chair of Governors & Rebecca Clarke (Headteacher)
Pupil premium lead	Rebecca Clarke
Governor lead	Laura Dennis-Odetade

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,025
Recovery premium funding allocation this academic year	£8,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,145

Part A: Pupil premium strategy plan

Statement of intent

The targeted and strategic use of pupil premium supports us in achieving our vision of helping everyone to achieve their full potential. We ensure that appropriate provision is made for pupils who belong to disadvantaged or vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making this provision we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

To ensure that the Leadership, including Governors, make effective plans and decisions to promote good progress for vulnerable pupils using Pupil Premium funding.

To ensure that vulnerable pupils are supported with their learning and make rapid progress.

Pupil Premium is effectively used to support the enrichment opportunities for vulnerable pupils including behaviour, personal development & financial barriers.

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement in pupil's schoolwork and activities is lower than that of non pp children
2	Attainment of PP and vulnerable children remains below that of non-PP children and these gaps have widened during the COVID-19 pandemic
3	Self-esteem is a barrier for many PP and vulnerable children and impacts on their attainment
4	Aspirations are lower and experience of wider worlds and cultural events is limited for many of our PP and vulnerable children
5	Attendance and behaviour impact on some PP and vulnerable children's attainment

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
Engage parents to work alongside school and each other to raise aspirations and experiences of pupils	Parents attend parents' evenings, engage with homework and read with their children regularly. Children are proud to share their work and achievements with their parents
Raise attainment at KS1 and KS2 so all PP children with no SEN reach at least EXS	Achieve national average progress scores in reading, writing and maths at KS1 & KS2 Achieve national average expected standard in PSC a Y1 & Y2 resit 90% of PP children with no SEN reach EXS at the end of KS2 by 2025
Raise self-esteem and aspirations of pupils through setting challenging and interesting work and engaging in wider experiences and activities	Pupils demonstrate raised self-esteem and a sense of value within the school
Support all children's access to the wider world and cultural activities/experiences	Children can articulate their aspirations and talk about visits and experiences which have inspired and educated them
Improve attendance and behaviour of PP and vulnerable children	Reduce gap between NPP and PP attendance by 2% Support and interventions are prompt and timely and children at risk of poor behaviour are supported appropriately through systems in school. Data shows behaviour is good

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: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release English and Maths leaders 0.5 day per half term for each area of Reading, Writing and Maths	<p>EEF – School Improvement</p> <p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching.</i></p> <p>We believe that giving teachers the time to plan in teams maximises their ability to plan and deliver high-quality teaching which is the most effective way to improve outcomes for all pupils.</p>	2, 4
Ensure all staff have received high quality spelling training (Monster Phonics & Monster Spelling) and reading for pleasure (Open University) training/support	<p>EEF (+4) TA Training</p> <p><i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</i></p> <p>EEF (+6) Reading comprehension</p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>Evidence suggests that reading comprehension approaches need to be tailored to pupils' current reading capabilities, so it is important that teachers receive professional development in effective diagnosis as well as training in the use of particular techniques and materials.</i></p>	2
Ensure all staff continue to receive high quality T4W training	<p>EEF (+6)</p> <p><i>Our disadvantaged pupils are more likely to be behind in developing their language and speech skills. Evidence also suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active and meaningful use of any new vocabulary.</i></p> <ul style="list-style-type: none"> <i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i> <i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</i> 	1, 2, 3

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

Budgeted cost: £38,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group maths/reading/writing/phonics sessions for PP children, and those identified at risk of not making at least expected progress and target specific areas for improvement.	EEF (+3) <i>As the size of a teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i> We have analysed the needs of our PP cohort and have identified that reducing group sizes in year 2, 6 and 1 will allow teachers and teaching assistants to increase the amount of support and attention each child will receive.	1, 2, 3
Small group interventions in all Year groups led by TAs	EEF (+4) <i>Small group tuition is defined as one teacher working with 2-5 pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teacher challenging topics or skills.</i> Having analysed our cohorts we have identified that reading and writing gaps could be effectively addressed through intensive tuition. We have also identified that SEN gaps in maths and reading could also narrowed with 1:2 tuition. Afternoon Teaching assistant support in all year groups to be focused on small group interventions for children at risk of falling behind or to support catch-up through gap filling.	1, 2, 3, 5
Run parent workshops to support phonics/reading/maths and distribute free copies of help books including CGP workbooks and guides Use Parents Evening app to facilitate meetings with all PP parents (including split parents) once per half-term to set targets for children (staff have 15 mins release time for each PP child to run these meetings)	EEF (+3) <i>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</i> <ul style="list-style-type: none"> - approaches and programmes which aim to develop parental skills such as literacy, numeracy, IT; - general approaches which encourage parents to support their children with, for example, reading or homework; - the involvement of parents in their children's learning activities; 	1, 2, 4, 5

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

Budgeted cost: £38240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Monitoring to analyse attendance and contact low attenders.</p> <p>Provide breakfast club to identified children who are persistent absentees</p>	<p>EEF (+3)</p> <p><i>We define parental engagement as the involvement of parents in supporting their children's academic learning. This includes:</i></p> <ul style="list-style-type: none"> - supporting regular attendance - encouraging positive relationships and communication between home and school - intensive programmes for families in crisis 	1, 5
<p>Improve access to cultural activities, the wider world and after-school activities to raise aspirations and self-esteem</p> <p>Arts Award in year 3 (whole school achieved Gold ArtsMark Award Sept 2022)</p>	<p>EEF (+4)</p> <p><i>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</i></p> <p><i>Arts based approaches have shown wider benefits – in particular more positive attitudes to learning and increased well-being.</i></p> <p><i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</i></p> <p>The effects of this approach are higher in writing which is an area that our PP children are significantly underachieving</p>	1, 3, 4
<p>Run ELSA and Drawing and Talking sessions for identified pupils</p>	<p>EEF (+4)</p> <p><i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions may focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</i></p>	3, 5
<p>Improve mental health and well-being of school community to improve general health and attendance the following ways: through</p> <p>Half-termly 'Well-being Wednesday' with outside providers running workshops.</p>	<p>EEF (+3)</p> <p><i>We define parental engagement as the involvement of parents in supporting their children's academic learning. This includes:</i></p> <ul style="list-style-type: none"> - supporting regular attendance - encouraging positive relationships and communication between home and school <p><i>intensive programmes for families in crisis</i></p> <p>EEF (+7)</p> <p><i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i></p>	1, 5

<p>Release Mental Health Leader to run termly Parent/carer mental health and well-being workshops.</p> <p>Purchase access to Bridge the Gap resources to support well-being lessons and workshops.</p> <p>Purchase interactive tool to assess pupil's mental well-being and identify strategies to support as early intervention methods.</p>	<p><i>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p> <p>EEF (+4)</p> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p>	
<p>Financial support access to trips and residentials for PP children and reduce for all pupils to increase engagement.</p> <p>Fund instrumental lessons for PP children wishing to learn instruments in KS2.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichmen</p>	

Total budgeted cost: £88,300

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to the ongoing impact of COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

Aim	Outcome															
Raise attainment in R, W, M	<p>Outcomes have stayed broadly in line for PP children with no SEN although disruption due to COVID has had an impact on these children for the last two years.</p> <table><tr><th>PP (5 – No SEN)</th><th>PP (9 pupils NO SEN) 2021</th><th>PP (10 – 5 No SEN) 2022</th></tr><tr><td>R = 60%</td><td>R = 66%</td><td>R = 70%</td></tr><tr><td>W = 80%</td><td>W = 78%</td><td>W = 60%</td></tr><tr><td>M = 40%</td><td>M = 89%</td><td>M = 80%</td></tr></table>	PP (5 – No SEN)	PP (9 pupils NO SEN) 2021	PP (10 – 5 No SEN) 2022	R = 60%	R = 66%	R = 70%	W = 80%	W = 78%	W = 60%	M = 40%	M = 89%	M = 80%			
PP (5 – No SEN)	PP (9 pupils NO SEN) 2021	PP (10 – 5 No SEN) 2022														
R = 60%	R = 66%	R = 70%														
W = 80%	W = 78%	W = 60%														
M = 40%	M = 89%	M = 80%														
Improve attendance of PP children	<table><tr><th>2019-20.</th><th>2020-21</th><th>2021-22</th><th>2022-23</th><th></th></tr><tr><td>90.7%.</td><td>92.4%</td><td>90%</td><td>91.2%</td><td>Pupil Premium</td></tr><tr><td>96.6%.</td><td>95.6%</td><td>93.7%</td><td>95.4%</td><td>Non-Pupil Premium</td></tr></table> <p>When comparing PP attendance on FFT, we remain consistently in line or higher.</p>	2019-20.	2020-21	2021-22	2022-23		90.7%.	92.4%	90%	91.2%	Pupil Premium	96.6%.	95.6%	93.7%	95.4%	Non-Pupil Premium
2019-20.	2020-21	2021-22	2022-23													
90.7%.	92.4%	90%	91.2%	Pupil Premium												
96.6%.	95.6%	93.7%	95.4%	Non-Pupil Premium												
<p>To ensure that all children receive equal access to an enriched curriculum irrespective of parental financial circumstances including trips which support the school’s curriculum drivers of Creativity, Possibilities and Diversity.</p> <p>Linked with Artsmark and Rights Respecting Schools Awards.</p>	<p>During 2022-23, all children have had:</p> <p>Pantomime visit to the theatre</p> <p>Dance workshop for World Book Day</p> <p>Science Day with visiting scientists</p> <p>Participated in</p> <ul style="list-style-type: none">· Antibullying Odd Socks Day· Comic Relief· Christmas Nativity Performance· Carol Concert· Coronation performance <p>Specialised tuition in</p> <ul style="list-style-type: none">· Wheelchair Basketball· Dance· Urban Hockey <p>Reverend Barbara’s Assemblies</p> <p>During 2022-23, some children have had:</p> <p>Y4 residential visit to Hathersage</p> <p>Y6 residential visit to Walesby</p> <p>EYFS visit to the Butterfly Farm</p> <p>Y3/4 visit to video games museum Sheffield</p> <p>Y1, Y2 and Y6 visit to farm</p> <p>Y1,2,3 visit to St Patrick’s Church</p> <p>Dance Performances in school</p> <p>Music lessons (piano, guitar)</p> <p>Ukulele lessons Y4 for one year</p> <p>Compete in sporting events</p> <p>Dance Competition in Nottingham & Oxford</p>															

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
No Nonsense Spelling	Babcock LDP
Penpals Handwriting	Cambridge
Monster Phonics	Monster Phonics