



Pupil premium strategy statement – Kimberley Primary School & Nursery

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	30.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 to 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Rebecca Clarke (Headteacher)
Pupil premium lead	Rebecca Clarke (Headteacher)
Governor / Trustee lead	Laura Dennis (Disadvantaged Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 79242
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£79242

Part A: Pupil premium strategy plan

Statement of intent

At Kimberley Primary School & Nursery, it is our intention 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.

As a school, our staff carefully consider the challenges faced by our disadvantaged pupils and our approach is responsive to both common challenges and individual needs. Views of pupils are also considered when planning and reviewing our approaches to meeting these challenges. The progress of disadvantaged pupils, including those with special educational needs (SEN), are monitored closely throughout the year by the SLT and middle leaders to ensure that interventions and strategies are having the desired impact.

Kimberley staff place a strong focus on disadvantaged pupils in all aspects of their preparation, planning and assessment. Staff ensure that the progress and attainment of disadvantaged and vulnerable pupils is a high focus across the school through their communications, planning and assessment of needs, both personally and through the curriculum. Our approach to support will meet the needs of the whole child and address areas identified, in order to ensure progress for all. As a result of this, we will ensure our measures are effective through

- Ensuring work is well matched and provides challenge
- Adopt a whole school approach towards responsibility for the progress and achievement for disadvantaged pupils and maintaining high expectations in all subject areas.
- Offer opportunities for rounded development through our links with outside agencies
- Provide opportunities for families to work together to educate the whole family regarding both academic and emotional development

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing of pupils. Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of external support services. A number of pupils affected are disadvantaged pupils and this also has an impact on their attainment. Teacher and family referrals for support such as ELSA and counselling have markedly increased in the past couple of years, particularly for those pupils who currently require support with social and emotional needs.
2	Lack of aspirations, passive approach to learning. Teaching and support staff have identified that some of our disadvantaged pupils have low aspirations, which has a significant impact on their attitudes to and engagement with learning.
3	Improve levels of attendance, including lateness to be above national average for PP and disadvantaged pupils.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps 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.
5	Closing attainment gaps and achieving at least ARE in Reading, Writing & Maths. Analysis of data has shown that a number of the vulnerable and disadvantaged children are not achieving ARE+ at the same rate as their non-disadvantaged peers. This has been particularly prevalent for disadvantaged pupils who are also SEND. This trend supported by national studies.

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
A greater number of disadvantaged pupils achieve ARE or above in Phonics, Reading, Writing and Maths.	By 2027, at least 80% of disadvantaged pupils will achieve: <ul style="list-style-type: none"> • ARE in phonics (Y1) • ARE+ in Reading, Writing & Maths in Y2 and Y6 4 By 2027, all disadvantaged pupils will make at least expected progress in Reading, Writing and Maths from their previous assessment points
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the unauthorised attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 5%.
To provide opportunities for parents to develop more confidence in supporting their child at home.	Observations, discussions and surveys with parents and teacher data shows that there has been an increase in parental confidence in offering support at home both academically and emotionally.
To increase aspirations and improve approaches and attitudes to learning.	Behaviour reward system data shows an decrease in behaviour log incidents and suspensions over the three-year period for disadvantaged children.
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, book scrutiny and ongoing formative assessment.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum through partaking in	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion,	2 & 4

the Voice 21 Oracy Project. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Teacher CPD will be accessed to upskill staff in this area and facilitate effectively within the existing and developing curriculum.	are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	
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.</i></p> <p><i>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>	5
Ensure all staff have received high quality spelling training (Monster Phonics & Monster Spelling) and White Rose (Maths) 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>Engagement with high quality Maths CPDL to develop all teaching staff's knowledge and understanding of the progression of Maths and how to best support children in developing a mastery of Maths. 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>	2 & 5

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>Improving Social and Emotional Learning in Primary Schools EEF</p>	1
<p>Release all teachers for planning high quality curriculum 0.5 days x 1/2 term.</p>	<p>EEF – School Improvement 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.</p> <p>The EEF Guide to the Pupil Premium EEF</p>	All
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Monster Phonics & Monster Spelling)</p>	<p>Phonics EEF</p>	5
<p>Developing staff understanding of Quality First Teaching (QfT) for maximum effect on pupil outcomes.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p>	All

<i>Staff to be trained of effective strategies to support pupils with Attachment & Trauma from a TISUK trained member of staff.</i>		1
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 36242

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA reaccreditation for staff and a new member of staff to be qualified to allow a greater number of pupils support for Emotional Literacy.	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): Improving Social and Emotional Learning in Primary Schools EEF	1 & 2
Purchase of a programme (Oracy Voice 21) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF	4
Teaching Assistant time in school is allocated to support those most disadvantaged pupils or releasing a class teacher to deliver structured intervention: these could include small groups of learners, 1:1 structured interventions or opportunities to carry out pre-teaching.	Access to high quality teaching is the most important lever schools have to improve outcomes of their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the number of high-quality interactions they have with their classroom teaching both in and out of class. Teaching Assistant Interventions EEF	2 & 5

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

Budgeted cost: £ 21500 + £6000 contingency

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to be trained of effective strategies to support pupils with Attachment & Trauma from a TISUK trained member of staff.	Trauma Informed Short Term Managed Intervention Centres - pilot EEF	1
Digital Development Tool purchased to allow in depth pupil analysis to take place and support SEN and emotional health targets to be set which are SMART and reviewed at least 3 times a year.	Improving Social and Emotional Learning in Primary Schools EEF	1, 2 & 5
Access to EMET Counselling Services	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Parental engagement EEF	3
SENCO engagement with parents to support them in supporting their child at home, in collaboration with core subject leaders.	Increasing parental engagement is low cost and can have a high impact if parents feel more able and confident in supporting their children with learning at home. Parental engagement EEF	2, 3 & 5
Contribution to Visits & Visitors budget to allow for disadvantaged children to have access to real-life experiences in and out of school to raise aspirations and curriculum engagement.	We value our enrichment provision through our curriculum and aim to ensure it remains accessible to all pupils. Life skills and enrichment EEF	2 & 5
Wider curriculum	Arts participation approaches can have a positive impact on academic	2

opportunities through after school club offer which includes sport, music and creative clubs. Free/subsidised enrichment opportunities. Instrumental lessons supported for FSM pupils and all children in Y4 access a year of instrumental lessons through wider opportunities.	outcomes in other areas of the curriculum. Social and emotional learning EEF Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	
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.	All

Total budgeted cost: £ £73242 & £6000 contingency = £79242

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last academic year marked the end of the previous Pupil Premium 3-year Cycle.

Aim	Outcome																																																																											
Raise attainment in R, W, M	<p>End of KS2 data for the past 4 academic years. A large number f our PP children are also SEN which means their curriculums are tailored to meet their SEN targets. Data below shows the journey of PP pupils without SEN.</p> <table><tr><td>PP (9 pupils NO SEN)</td><td>PP (10 – 5 No SEN)</td><td>PP (5 – No SEN)</td><td>PP (6 - No SEN)</td></tr><tr><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>R = 66%</td><td>R = 70%</td><td>R = 60%</td><td>R = 100%</td></tr><tr><td>W = 78%</td><td>W = 60%</td><td>W = 80%</td><td>W = 100%</td></tr><tr><td>M = 89%</td><td>M = 80%</td><td>M = 40%</td><td>M = 83%</td></tr></table> <p>Internal data shows that the gap between PP and non-PP closes as the children progress throughout the school with PP achieving better than non-PP in some classes and subjects.</p> <p>PUPIL PREMIUM V NON-PUPIL PREMIUM (including pupils with SEN)</p> <table><tr><td></td><td colspan="2">YEAR 1</td><td colspan="2">YEAR 2</td><td colspan="2">YEAR 3</td><td colspan="2">YEAR 4</td><td colspan="2">YEAR 5</td></tr><tr><td></td><td>PP</td><td>Non PP</td><td>PP</td><td>Non PP</td><td>PP</td><td>Non PP</td><td>PP</td><td>Non PP</td><td>PP</td><td>Non PP</td></tr><tr><td>READING</td><td>57.1</td><td>65.2</td><td>50</td><td>63.3</td><td>44.4</td><td>78.9</td><td>88.9</td><td>61.9</td><td>87.5</td><td>77.2</td></tr><tr><td>WRITING</td><td>42.9</td><td>60.8</td><td>50</td><td>63.3</td><td>11.1</td><td>42.9</td><td>66.7</td><td>66.6</td><td>62.5</td><td>66.7</td></tr><tr><td>MATHS</td><td>57.1</td><td>68.8</td><td>62.5</td><td>68.2</td><td>44.4</td><td>60.8</td><td>77.8</td><td>61.9</td><td>75</td><td>77.3</td></tr></table>	PP (9 pupils NO SEN)	PP (10 – 5 No SEN)	PP (5 – No SEN)	PP (6 - No SEN)	2021	2022	2023	2024	R = 66%	R = 70%	R = 60%	R = 100%	W = 78%	W = 60%	W = 80%	W = 100%	M = 89%	M = 80%	M = 40%	M = 83%		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5			PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	READING	57.1	65.2	50	63.3	44.4	78.9	88.9	61.9	87.5	77.2	WRITING	42.9	60.8	50	63.3	11.1	42.9	66.7	66.6	62.5	66.7	MATHS	57.1	68.8	62.5	68.2	44.4	60.8	77.8	61.9	75	77.3
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Improve attendance of PP children	<table><tr><td>2019-20.</td><td>2020-21</td><td>2021-22</td><td>2022-23</td><td>2023-24</td><td></td></tr><tr><td>90.7%.</td><td>92.4%</td><td>90%</td><td>91.2%</td><td>91.6%</td><td></td></tr><tr><td>96.6%.</td><td>95.6%</td><td>93.7%</td><td>95.4%</td><td>94.9%</td><td></td></tr></table> <p>Pupil Premium Non-Pupil Premium</p> <p>When comparing PP attendance on FFT, we remain consistently in line or higher. A number of our PP children are also SEN and their needs (medical) have had an impact on the attendance of PP overall.</p>	2019-20.	2020-21	2021-22	2022-23	2023-24		90.7%.	92.4%	90%	91.2%	91.6%		96.6%.	95.6%	93.7%	95.4%	94.9%																																																										
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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. Linked with Artsmark and Rights Respecting	<p>During 2023-24, all children have had:</p> <p>Pantomime visit to the theatre Dance workshop for World Book Day Science Day with visiting scientists</p> <p>Participated in</p> <ul style="list-style-type: none">Antibullying Odd Socks DayComic ReliefPerformances to an audience (EYFS/KS1 Nativity, Y3/4 Easter Production, Y5/6 Summer Production)Carol Concert <p>Specialised tuition in</p> <ul style="list-style-type: none">Wheelchair BasketballDanceUrban HockeyReverend Barbara’s AssembliesHalf Termly well-being days to provide pupils support on developing their own mental health and well-being. <p>During 2023-24, some children have had:</p> <p>Y4 residential visit to Hathersage Y6 residential visit to Walesby EYFS visit to the Butterfly Farm Y3/4 visit to video games museum Sheffield Y1, Y2 and Y6 visit to farm Y1,2,3 visit to St Patrick’s Church Y1/2 visit to Conkers Dance Performances in school Music lessons (piano, guitar)</p>																																																																											

Schools Awards.	Ukulele lessons Y4 for one year Compete in sporting events Dance Competition in Nottingham & Oxford Y1, Y3 & Y5 pupils have all had specialised first aid teaching from Mini First Aid Derby & Nottingham
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Monster Phonics	Monster Phonics
Monster Spellings	Monster Phonics
Nessy Phonics	Nessy Phonics
OU Reading Schools programme: Building a culture of reading.	Open University
Oracy Framework	Voice 21