



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	197
Proportion (%) of pupil premium eligible pupils	34.5%
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 2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£ 94530
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£94530

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: £ 18660

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

<p>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.</p>	<p>are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	
<p>Release English and Maths leaders 0.5 day per half term for each area of Reading, Writing and Maths</p>	<p>EEF – School Improvement <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> <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> 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>	<p>5</p>
<p>Ensure all staff have received high quality Phonics, and reading training from a new phonics scheme provider and White Rose (Maths) training/support</p>	<p>EEF (+4) TA Training <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>	<p>2 & 5</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Purchase, train staff and implement My Happy Mind Scheme to pupils and parents.</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>	<p>1</p>
<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>	<p>All</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</p>	<p>Phonics EEF</p>	<p>5</p>
<p>Developing staff understanding of Quality First Teaching (QfT) for maximum effect on pupil outcomes especially around writing.</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>	<p>All</p>

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

Budgeted cost: £ 56600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA reaccreditation for staff and a new member of staff to be qualified to allow a greater number of pupils support for Emotional Literacy. ELSA carried out weekly</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): Improving_Social_and_Emotional_Learning in Primary Schools EEF</p>	<p>1 & 2</p>
<p>Purchase of Year 2 of the (Oracy Voice 21 project) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>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</p>	<p>4</p>
<p>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.</p>	<p>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</p>	<p>2 & 5</p>

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

Budgeted cost: £ 21500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 opportunities through after school club offer which includes sport, music and creative clubs. Free/subsidised enrichment	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Social and emotional learning EEF Wider benefits such as more positive attitudes to learning and increased	2

<p>opportunities. Instrumental lessons supported for FSM pupils and all children in Y4 access a year of instrumental lessons through wider opportunities.</p>	<p>well-being have also consistently been reported.</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.</p>	<p>All</p>

Total budgeted cost: £ 96760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome 2024-2025																																																							
<p>A greater number of disadvantaged pupils achieve ARE or above in Phonics, Reading, Writing and Maths.</p>	<p>EYFS DATA</p> <table border="1" data-bbox="587 510 1522 613"> <thead> <tr> <th></th> <th>GLD</th> <th>READING</th> <th>WRITING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>FSM6</td> <td>57.1%</td> <td>71.4%</td> <td>57.1%</td> <td>71.4%</td> </tr> <tr> <td>Non FSM6</td> <td>45.5%</td> <td>58.3%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table> <p>KS1 DATA</p> <table border="1" data-bbox="587 712 1522 945"> <thead> <tr> <th></th> <th>Y1 PHONICS</th> <th>Y2 PHONICS</th> <th>Y2 READING</th> <th>Y2 WRITING</th> <th>Y2 MATHS</th> </tr> </thead> <tbody> <tr> <td>FSM6 (inc SEN)</td> <td>76.9%</td> <td>62.5%</td> <td>50%</td> <td>37.5%</td> <td>50%</td> </tr> <tr> <td>FSM6 (no SEN)</td> <td>100%</td> <td></td> <td>66.7%</td> <td>55.6%</td> <td>55.6%</td> </tr> <tr> <td>Non FSM6</td> <td>56.3%</td> <td>80%</td> <td>69.2%</td> <td>76.9%</td> <td>69.2%</td> </tr> </tbody> </table> <p>KS2 DATA</p> <table border="1" data-bbox="587 1012 1225 1245"> <thead> <tr> <th></th> <th>Y6 READING</th> <th>Y6 WRITING</th> <th>Y6 MATHS</th> </tr> </thead> <tbody> <tr> <td>FSM6 (inc SEN)</td> <td>70%</td> <td>80%</td> <td>70%</td> </tr> <tr> <td>FSM6 (no SEN)</td> <td>80%</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>Non FSM6</td> <td>66.7%</td> <td>71.4%</td> <td>76.2%</td> </tr> </tbody> </table> <p>With the exception of Y2 and Y6 Maths, children who are FSM6 have out achieved non FSM6. When SEN pupils are taken out of the data the gap between FSM6 v Non FSM6 decreases in Y6 and in Y6 Maths FSM6 children without SEN achieve higher than non FSM6 pupils.</p>		GLD	READING	WRITING	MATHS	FSM6	57.1%	71.4%	57.1%	71.4%	Non FSM6	45.5%	58.3%	50%	50%		Y1 PHONICS	Y2 PHONICS	Y2 READING	Y2 WRITING	Y2 MATHS	FSM6 (inc SEN)	76.9%	62.5%	50%	37.5%	50%	FSM6 (no SEN)	100%		66.7%	55.6%	55.6%	Non FSM6	56.3%	80%	69.2%	76.9%	69.2%		Y6 READING	Y6 WRITING	Y6 MATHS	FSM6 (inc SEN)	70%	80%	70%	FSM6 (no SEN)	80%	100%	80%	Non FSM6	66.7%	71.4%	76.2%
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>28 pupils attended weekly regular nurture sessions throughout the year working to targets set from the Digital Development Tool.</p> <p>3 children accessed counselling through The Trust Counsellor for extended periods of time.</p> <p>A TA was reaccredited as an ELSA to allow further support for pupils as part of the graduated response for well-being and mental health.</p> <p>Half termly well-being/mental health days were held for all pupils.</p>																																																							
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<table border="1" data-bbox="587 1648 1522 1729"> <thead> <tr> <th>ATTENDANCE %</th> <th>2023-2024</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>FSM6</td> <td>92.19%</td> <td>94.15%</td> </tr> <tr> <td>Non-FSM6</td> <td>95.33%</td> <td>96.32%</td> </tr> </tbody> </table> <p>Attendance has improved for both FSM6 and non-FSM6 children. Careful tracking by the Attendance Lead and use of the Attend Framework and timely interventions has supported this.</p>	ATTENDANCE %	2023-2024	2024-2025	FSM6	92.19%	94.15%	Non-FSM6	95.33%	96.32%																																														
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home.	
Improved oral language skills and vocabulary among disadvantaged pupils.	Voice 21 has completed its first year of introduction. Pupils are actively participating more orally in lessons. Observations and feedback from staff and pupils show that guidelines for talk are in place and pupils are familiar with a variety of strategies for talking and listening. Staff have started to add specific Oracy focused activities into parts of lessons across the curriculum boosting pupil engagement.

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
White Rose Maths	White Rose Maths
Oracy Framework	Voice 21