

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
School name	Kimberworth Community Primary School
Number of pupils in school	240 Day care to Y6 212 F2 to Y6
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/6- 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Alison Stothard Headteacher
Governor lead	Jean Hine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,390
Recovery premium funding allocation this academic year	
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	£165,390

Part A: Pupil premium strategy plan

Statement of intent

Kimberworth Community Primary School is a welcoming and inclusive place and we are proud to be at the heart of our community. It is important to us that all our children are successful. We believe that they deserve the best possible chances in life and so we have high expectations of them to ensure that every child is able to achieve their full potential and achieve the highest of standards. During their time in our school, we aim to develop lifelong learners who have the knowledge, skills and confidence needed for the next stage of their learning journey and for their future life.

Our Pupil Premium funding is to be used with the sole intention of reducing the learning gap between Pupil Premium children and those who are not. Our intention is to advantage the disadvantaged. The details below share the challenges, intended outcomes and how the money will be spent over the next 3 years. To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories: quality of teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show low oral language skills and poor vocabulary among many disadvantaged pupils. These are evident from entry in day care and F1 and across the school. This has become even more evident following lockdown with only 20% of children meeting the expected standard in Communication and Language on entry to F1 in 2021.
2	Assessments show that disadvantaged children achieve less well in phonics than their peers in FS and KS1. This has increased during lockdown and partial closure with internal data showing a 20% gap at the end of FS, a 39% gap at the end of Y1 and a 13% gap at the end of Y2. This is leading to an increased number of children needing phonic intervention in KS2.
3	Internal assessments show that maths attainment of disadvantaged pupils in most cohorts is below that of non-disadvantaged pupils. This is significant in some year groups in particular Y2, Y4 and Y5. Analysis of test results and observations of class work indicate that lack of fluency in maths facts negatively impacts children's progress in many areas of maths
4	The number of safeguarding referrals since lockdown has increased, especially regarding domestic violence. An increasing number of families require support with anxiety, behaviour and finance to provide the basics for

	children. These children are then coming in to school needing social and emotional support to manage during the school day allowing them to be successful and achieve their potential academically and socially.
5	Historically, the attendance of disadvantaged children at Kimberworth CPS has been below that of non-disadvantaged children. However, in 2019 and Autumn 2020 our rate of persistent absence was in the lowest 20% of schools with a similar level of deprivation. This is due to the work of the attendance lead proactively supporting, encouraging and enforcing good attendance at school. This needs to remain a priority to ensure that this improvement is sustained.

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
Pupil Premium children to be fluent and confident readers who achieve national expectations in phonics, KS1 and KS2 statutory reading assessments	-Increase in the number of Pupil Premium children achieving the national standard in Phonic Screen and end of key stage assessments - Attainment gap in reading between disadvantaged and non-disadvantaged children to be narrowed in all years groups
Pupil Premium children to be fluent in addition, subtraction, multiplication and division facts and achieve national expectations in the Y4 multiplication check and KS1 and KS2 statutory maths assessments	-Increase in the number of Pupil Premium children achieving the national standard in Y4 multiplication check and end of key stage maths assessments - Attainment gap in maths between disadvantaged and non-disadvantaged children to be narrowed in all years groups
Pupil Premium children to meet end of Foundation Stage expectation in Communication and Language and achieve GLD	-Increase in number of Pupil Premium children achieving expected standard in Communication and Language -Increase in number of Pupil Premium children achieving GLD -Attainment gap between PP and non-PP narrowed
Identified children are well supported by the learning mentor to take a full and active part in learning.	-Identified children have bespoke emotional support provided by learning mentor -Behaviour records show identified children take a positive part in the classroom -Identified children make at least expected progress -Families linked to services or supported by appropriate professionals including Early Help
Improvements in attendance are sustained and attendance of disadvantaged pupils is in line with non-disadvantaged.	-Whole school attendance is at or above national

	<ul style="list-style-type: none">-Disadvantaged attendance is at least in line with non-disadvantaged-Focus families are supported and attendance of those children improves-Attendance pathway is followed where necessary-In school rewards for attendance are effective in encouraging children to attend regularly
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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: £60,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Number Sense across the school to develop the children's fluency of addition, subtraction, multiplication and division facts.</p> <ul style="list-style-type: none"> -Ensure all classroom based staff are trained in Number Sense and Number Sense times tables fluency. -Subscribe to website to access training and resources -Firmly embed daily Number Sense lessons across the school. -Number sense assessments in place for all KS1 and focus KS2 children -measure impact/progress and regroup -Firmly embed daily Number Sense catch up sessions as required in KS2 -Ensure staff are trained in number sense Number Facts Fluency Interventions -Subject leader non-contact time to monitor, support and ensure quality first teaching 	<p>Fluency of maths facts is one of the 5 big ideas drawn from research by the NCTEM that underpin teaching for maths mastery.</p> <p>The Number Sense approach provides a systematic and structured programmes that enables children to develop both a deep understanding of number, visual models of number and number relationships, and fluency in addition and subtraction facts.</p> <p>The times tables fluency programme provides structure and depth to times tables teaching ensuring that all children achieve fluency in multiplication and division facts and concepts.</p>	3
Voice 21 Oracy Strategy introduced	Evidence shows that on leaving school, children with poor verbal	1

<p>-Oracy champions lead in school</p> <p>-High quality CPD for all staff</p> <p>-Oracy skills embedded in the curriculum and taught in a structured and systematic way,</p>	<p>communication skills are less likely to find employment and more likely to suffer from mental health difficulties.</p> <p>The role of oracy champion will be introduced to lead work through school using the Voice 21 strategy. Effective CPD for staff will ensure that speaking and listening are taught and developed in a structured and progressive way across the school enabling children to them to learn the skills needed to talk effectively.</p>	
<p>Staff CPD to ensure opportunities to develop oracy across the curriculum.</p> <p>Day care manager trained as communication friendly settings lead and all staff trained. Strategies embedded in practice.</p>	<p>Evidence shows that there is a strong link between early language and a child's life chances. Good speaking and listening skills unlock the rest of the curriculum for children but weaknesses can impact on attainment across the curriculum. The first recommendation of both the KS1 and KS2 EEF reports in to Improving literacy is to develop pupils' speaking and listening skills and language capabilities.</p> <p>Staff CPD will ensure that effective strategies are used across the school and across the curriculum to develop children's spoken language skills.</p>	1
<p>Ensure staff have the knowledge and skills to be expert reading teachers.</p> <p>-Early reading leader to lead weekly staff CPD and monitor and support RWI sessions weekly</p> <p>-English Lead to attend English Hub KS2 reading fluency training and disseminate across KS2.</p> <p>-Embed effective teaching strategies for developing fluency identified in KS2 fluency project</p> <p>-Embed reading for pleasure strategies and continue to develop staff knowledge of texts and authors.</p> <p>Leadership time for reading leader.</p>	<p>One of the key drivers of our school is the intention that ALL our children will learn to read.</p> <p>The English Hub's Early Reading checklist identifies the importance of ongoing CPD to continually develop expert reading teachers in school.</p> <p>Evidence shows that reading for pleasure is a more important indicator of future success than any socio-economic factors and allows children to widen their interests, general knowledge and vocabulary.</p>	1 and 2

Continue to purchase new books.		
<p>Work effectively with parents to ensure that they can support children's learning at home.</p> <ul style="list-style-type: none"> -Critically review how we work with parents to support learning. -Review of homework policy to ensure it focusses on key learning and provides practical support for home learning -Staff CPD to support positive communication with parents. 	During and following lockdown it was evident that levels of parental engagement in school have fallen, particularly in KS1.	1, 2 and 3
<p>Ensure Pupil Premium children can take a full part in the curriculum</p> <ul style="list-style-type: none"> -Subsidise school visits for pupil premium children -Subsidise after school activities for pupil premium children 	It is essential that all our pupils have the same access to the full range of curriculum activities and that family's financial circumstances should not impeded this.	1,2,3,4,5

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

Budgeted cost: £65,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Programme delivered by trained TA in Spring term for all children below expected in Communication and Language in F2	NELI is a programme to improve children' early language and literacy skills. By providing targeted support we are developing the fundamental foundations needed for future learning. An EEF trail found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI. Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an	1

	additional language benefited just as much from the programme as native English speakers.	
Speech Sounds assessment for all children and intervention for identified children	Elkan -Identifying Speech, Language and Communication Needs. This training allows us to make early, accurate identification of children's speech and language needs. A trained TA carries out this assessment to identify sound gaps and then leads regular 1:1 or small group interventions to address these.	1
Purchase LaunchPad for Literacy resources. Staff training in delivering the assessment. LaunchPad for Literacy assessment for children who are not making expected progress in phonics.	LaunchPad for Literacy is a systematic, skills based assessment. It allows us to have a greater level of diagnostic capability in establishing reasons and solutions for children when literacy acquisition is problematic despite consistent RWI teaching and intervention. It helps us to identify and close specific skills gaps for individuals by informing effective interventions, setting targets and measuring progress.	1 and 2
RWI Fresh Start intervention for Y5/6 pupils needing additional phonic teaching	RWI Fresh Start provides systematic approach to synthetic phonics teaching using age appropriate materials. Phonics approaches have a strong evidence base showing a positive impact on pupils, especially those from disadvantaged backgrounds. A targeted intervention delivered as regular sessions are shown to be most effective on average giving an additional 5 months progress over a year. EEF Toolkit -phonics strand	2
RWI intervention for all pupils in Y3/4 who need additional phonic teaching and daily 1-1 catch up.	As above	2
Daily 1:1 RWI catch up for all children working below the expected standard	As above The EEF evidence on 1:1 tuition shows that it is very effective in improving pupil outcomes. RWI sessions is targeted to pupils individual gaps in learning and is carefully linked to class teaching. Evidence shows that short, regular sessions led by trained staff have an impact of +6 months progress, especially in literacy.	2

Small group school based tutoring in maths in Y1 to Y6	Small group tuition has an average impact of 4 additional months progress over a year. Our school based tuition is developed from diagnostic assessments and delivered by our own school staff providing consistency of approach and an effective link between the tuition and classroom work.	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £70,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an attendance lead to increase attendance of all pupils, in particular pupil premium children.	For children to take full advantage of quality first teaching and academic support they need good school attendance. The NFER report -Being Present the power of attendance and stability for disadvantaged pupils identifies addressing attendance as a key step. The EEF rapid assessment of attendance states that evidence suggests that small improvements in attendance can lead to meaningful impact for academic outcomes.	5, 1, 2 and 3
Improve attendance of PP through offering free places at Breakfast and After School Club. Provide free breakfast through National School Breakfast Programme	As above	5, 1, 2 and 3
Identify targeted interventions for identified students with learning mentor.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills than their 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. Targeted support for individuals and small groups delivered in short, regular sessions by the learning mentor can support children to make an additional 4 months progress.	4, 1, 2 and 3
Ensure all children have full access to the additionality of the	School visits enhance the curriculum and provide new experiences for the children. They also promote well-being,	5

<p>curriculum (Visits, clubs and opportunities.)</p>	<p>independence, challenge and communication. Visits and visitors also encourage good attendance.</p>	
<p>Work with Learners Trust to provide a wide range of after school opportunities and clubs for all children.</p>	<p>After school clubs foster a sense of belonging, enhance children's confidence, and offer them the opportunities to explore new skills and interests and develop their talents.</p>	<p>4 and 5</p>
<p>Introduce Forest Schools activities to the curriculum for all children. Support all children to develop confidence and self esteem through hands on learning experiences.</p>	<p>Research shows that Forest School can have a range of benefits for children. Social & Emotional Growth: Children develop confidence, self-esteem, and social skills like teamwork Physical Development: Regular outdoor activity improves gross and fine motor skills, stamina, and physical health, with studies suggesting improved immunity. Cognitive & Educational Impact: The engaging, sensory-rich environment fosters curiosity, problem-solving skills, and better concentration. Independence & Risk Management: Children learn to assess risks, such as determining if a tree is safe to climb, fostering resilience and independence. Environmental Awareness: Children develop a lasting respect for nature and an understanding of the natural world. Inclusivity: Forest school programs are highly effective for children with Special Educational Needs (SEN), helping to reduce anxiety and improve engagement.</p>	<p>4 and 5</p>
<p>Ensure all children learn to play a musical instrument at school. -Early Years Mini-melodies sessions for F1 and F2 -Rotherham Music Service lessons for Y5</p>	<p>Research shows that music education enhances cognitive abilities above and beyond the music lesson. Research shows that learning music improves brain functions related to language, memory, and mathematics. Children who participate in music lessons often demonstrate stronger problem-solving skills, better pattern recognition, and enhanced memory retention, which are all vital for young cognitive development. By having a creative outlet, children can improve their confidence and emotional resilience, essential for well-being.</p>	

Total budgeted cost: £195,973

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 2023 to 2024 academic year.

End of F2 GLD	% meeting a good level of development
All children -31 pupils	67.7%
Pupil Premium children -12 pupils	67%

Phonic Screen	% meeting Phonic screen standard July
All children – 30 pupils	74.2%
Pupil Premium children - 12	66.7%
Non Pupil Premium -19 children	78.9%

Y4 Multiplication Tables Check	All children – 32 pupils	Pupil premium Children – 15 pupils	Non Pupil Premium children – 17 pupils
Average score	23.3	22.1	24.3

End of KS2

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	54%	46%	Above
2024/25	63%	47%	Above
2023/24	63%	46%	Above
2022/23	38%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	68%	-13 pp
2024/25	63%	69%	-7 pp
2023/24	63%	67%	-5 pp
2022/23	38%	66%	-29 pp

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	92	94.6%	92.4%	Above	Relative improvement	High - FSM
2023/24 (3 term)	86	94.0%	92.0%	Above	Relative improvement	High - FSM
2022/23 (3 term)	87	93.5%	91.6%	Above	Relative improvement	High - FSM