

Pupil premium strategy statement Kimbolton Primary School

This statement details our school's intended use of pupil 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	Kimbolton C of E Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	20.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026(Sept) – 2029 (July)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Adam Breakwell - Head
Pupil premium lead	Adam Breakwell
Governor	Will Mears

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24700
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£24,700

Part A: Pupil premium strategy plan

Statement of intent

At Kimbolton C of E we firmly believe and strive for every child, no matter their background or level of disadvantage, to achieve their potential. To this end, we work hard to ensure that our disadvantaged children achieve at least in line with their peers. Our current plan is multi-faceted across many areas of academic and non-academic elements to ensure the widest possible impact.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged families
2	• Speaking and listening is an area we often find disadvantaged children need additional support in, especially as many have less access to nursery provision / hours • Early reading – disadvantaged children typically enter Reception with lower than average early reading skills • Core fluency in oracy, maths and writing
3	Social and emotional support for disadvantaged pupils and families (inc mental health)
4	Disadvantaged families tend have more limited experiences beyond their home life and immediate community
5	Children from disadvantaged families are less likely to have well developed 'Positive Learning Behaviours' (ie growth mindset, resilience, meta cognition and positive mental health)

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
Improve school attendance for target disadvantaged families	Compared to previous academic years, target families attendance will improve significantly to or above 96%
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year ie from expected in year 3 to expected in year 4 (reading, writing, maths, GAPS). Those that have fallen behind make accelerated progress towards catching up.	All disadvantaged children make expected progress from previous summer and from previous Key Stage outcomes. Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental/written arithmetic.
Evidence from both statutory and internal data collection that PP children achieve as well as non-PP children across the year in all core subjects.	Data from Data snap-shots and EYFSP, Y1 Phonics screening (and Y2), and Y6 SATs show little difference between PP and non-PP children. Low numbers of PP children can mean careful analysis of headline figures is necessary.

Activity in this academic year

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

Teaching

Budgeted cost:\$9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all staff in ARC, zones of regulation and behaviour strategies work with the staff team to develop and child centred and therapeutic relationships policy. Train staff in talking resolutions.	The EEF Toolkit suggests that developing aspects such as meta-cognition, growth mindset and resilience (all aspects of the Positive Learning Behaviours approach) has a positive impact (both academically and socially) upon all ages of primary phase children. EEF toolkit suggests that metacognition and self-regulation have a high impact for a very low cost.	2, 5, 6
Continue Mastering Number training including training new staff (YR-Y2j and Yr 4) and further support in delivery. Training has now been delivered, and we are now embedding this.	The EEF Toolkit suggests that a 'mastery approach' to learning in mathematics can improve outcomes for children taught in this way. This is a new approach being spear-headed by the NCETM and the local Salop Maths Hub	2, 6
Employ additional staff members to ensure phonics is taught in small, targeted groups to ensure children keep up and get support at exactly the right level.	The EEF suggests TA interventions, phonics support and reading comprehension strategies alongside mastery of learning are low cost high impact ways to drive learning	2,5,6
Training for talk boost and investment in this alongside the equivalent mathematics programme	EEF toolkit, quality training for all staff to deliver and consistent approach in this area across the school.	2, 6
Develop oracy within each classroom with bespoke lessons and teacher training	EEF toolkit suggest that oral language interventions and initiatives have a moderate impact for very low cost.	2, 6
Training for new staff in phonics, investment in professional development for existing staff to enable peer to peer learning and review	The EEF suggests TA interventions, phonics support and reading comprehension strategies alongside mastery of learning are low cost high impact ways to drive learning.	2,5,6
Targeted grammar and spelling work, especially within class 4	EEF Toolkit identifies 1-to-1 and small group tuition as having high impact for moderate cost.	2,6

Targeted maths support – small group work especially within year 6 with additional teachers	EEF Toolkit identifies 1-to-1 or small group tuition as having high impact for moderate cost.	2, 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High ratio of staff to pupils and/ or low class numbers to ensure teachers and support staff can target learners and ensure learning is specific to each child's needs. Alongside consistent extra interventions.	EEF identifies targeted and consistent intervention as having a high impact on progress .	2,6
Toe by toe / one to one reading focussing on reading and comprehension	EEF Toolkit identifies small group tuition as having a moderate impact for low cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6
Teacher and Teaching Assistant catch-up sessions	EEF Toolkit identifies small group tuition as having a moderate impact for low cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6
Additional Teaching Assistant hours to support targeted areas of core subjects both in and out of core lessons and additional lunchtime staff to support learning through play	EEF Toolkit identifies 1-to-1 and small group tuition as having high impact for moderate cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6
Phonics booster sessions	EEF Toolkit identifies 1-to-1 and small group tuition as having high impact for moderate cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6
Tutoring within school for targeted children to raise levels in key subject areas.	EEF Toolkit identifies tuition as having high impact for moderate cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2,6

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

Budgeted cost: 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support programme for target families including providing breakfast and after school clubs for short periods to improve attendance.	There is a direct link between school attendance and academic outcomes. If we can increase the attendance then there is a much greater chance of success for disadvantaged children.	1, 6
Financial support for extra-curricular activities and pursuits (inc, clubs, residentials, music tuition, hire of equipment etc) £200 per child	EEF toolkit supports many of the elements of engagement that this funding underpins.	2, 3, 6
Supporting of wellbeing and mental health including the use of our school counsellor to work with individuals and groups and training to deliver the jigsaw programme for all staff	Although EEF evidence is unclear on this element, it is clear that this is an element of support that is needed for both children, staff and parents across the community.	3, 6
Additional time and support for Early Help for disadvantaged families	EEF toolkit identifies parental engagement as having a moderate impact.	3, 6
Training from our school counsellor to support key staff in supporting children and working with parents to engage with school and help their children to access learning	EEF Toolkit identifies: Behaviour interventions, self-regulation, social and emotional learning as having positive impact upon learning.	2, 3, 6

Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attendance for those in receipt of pupil premium have increased.

Participation in extracurricular activities has increased for those in receipt of pupil premium.

Numbers of children in receipt of pupil premium are very low by the end of KS2 and therefore publishing statistical comparisons would identify children easily. We are pleased with the progress made by all children in this group.

Numbers of children in receipt of pupil premium are very low by the end of KS1 and therefore publishing statistical comparisons would identify children easily. We are pleased with the progress made by all children in this group.

In both phonics and the multiplication check those in receipt of pupil premium achieve higher levels than those found nationally and in our cohort as a whole.