

# Pupil premium strategy statement – The Kimberley School

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
Number of pupils in school	1204 (+189 KS5)
Proportion (%) of pupil premium eligible pupils	23.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	1 <sup>st</sup> – October 2025 2 <sup>nd</sup> – October 2026
Statement authorised by	James Clegg
Pupil premium lead	James Clegg Assistant Head Teacher
Governor / Trustee lead	James Byron

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,250
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£236,250

# Part A: Pupil premium strategy plan

## Statement of intent

The defining principle influencing our approach to this strategy is that we consider working with all children at the Kimberley School a privilege and not a problem. In addressing the challenges of creating an equitable experience of education, we define educational disadvantage as the risk to pupil achievement stemming from social and economic factors. This includes elements such as home life, access to literacy and knowledge, and considerations related to health and well-being, including social and emotional growth. Educational disadvantage applies to all vulnerable children, regardless of whether they qualify for Pupil Premium funding or their prior attainment levels. Importantly, this is not about deficits—we value every child for the unique strengths and perspectives they bring.

Central to our ethos is ensuring that all staff understand these challenges and embrace their shared responsibility in addressing them. This commitment is evident not only in our structured activities but also in the countless daily interactions between staff and pupils. Through these moments, we consistently challenge the barriers that disadvantage can place on our pupils' success. Viewing our work through the lens of disadvantage allows us to reflect on the impact of our actions and words, especially for those who are most vulnerable.

All our pupils are entitled to the very best teaching as a primary way of facilitating their development and academic progress, therefore our strategy prioritizes allocating resources where they can have the greatest impact. Both research and experience highlight the classroom as the most influential space for fostering growth, where high-quality teaching and meaningful relationships play a pivotal role in pupils' development. By investing time for teachers to develop practice focused on adaptive teaching methods, and encouraging an approach of 'radical candour' in interactions with students, we enable them to anticipate potential challenges and carefully shape actions and communication. We believe this will significantly enhance pupils' learning experiences and their sense of belonging within the school.

A key focus of our strategy is on strengthening pupils' literacy skills. We recognise that strong literacy is essential for unlocking opportunities and shaping how children perceive themselves and their place in the world. To this end, we are committed to improving teachers' abilities to enhance both reading comprehension and oral language development. Core programs and strategies across the curriculum ensure that all pupils benefit from this focus.

Our ultimate goal is to help our pupils thrive in every aspect of their lives. To achieve this, we are channelling resources and energy into fostering well-being and a deeper sense of connection to the school community. Initiatives like our homework club offer vulnerable pupils a supportive way of studying independently whilst also providing opportunities to socialise with peers and staff. Additionally, we are investing in targeted training for teachers, and expanding approaches within our support system, such as the Targeted Support Team, the Year 11 Study Hub and dedicated Attendance and Behaviour monitoring.

## Challenges

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

Challenge number	Detail of challenge
1 - Attainment	<b>Overall attainment and progress is lower for disadvantaged pupils than for non-disadvantaged pupils in most subjects.</b> The most notable gaps can be found in core subjects; Maths (-0.64) and English (-0.50) as well as the large cohorts for DT Food Technology (-0.97), Geography (-0.88) and History (-0.51).
2 – Reading and oracy	Standardised reading assessments and observational data from class room teachers and visits show that <b>disadvantaged pupils' reading comprehension is significantly weaker than their non-disadvantaged peers</b> , particularly at the lower end of the distributions of prior attainment. It seems that, on average, the vocabulary, background knowledge and ability of pupils to draw inferences from texts is a significant issue for a large proportion of our disadvantaged cohort.
3 - Disregulation	<b>Some disadvantaged pupils struggle to engage fully in their learning.</b> This can be seen in classroom visits where disadvantaged pupils can be identified as taking longer to settle into activities, showing less resilience in completing tasks in full and being more reluctant to contribute to class room discussions. The number of behaviour points, internal and external exclusions accumulated for classroom incidents (47% of higher level sanctions in the academic year to date) point to learning engagement issues for a number of our disadvantaged cohort. This indicates that keeping all our pupils focussed on their learning is a key priority for our professional development. We need to strive for quality, engaging teaching across the board.
4 – Attendance and Wellbeing	Internal data, including behaviour and attendance data, exclusion rates and the number of teacher referrals indicate a <b>rise in social and emotional issues for a number of members of our disadvantaged cohort</b> . These include mental health issues rooted in anxiety and low self-esteem. These issues carry a significant impact on the levels of academic attainment resulting in lesson-avoidance and internal truancy and other disruptions to learning. % absence totals for disadvantaged pupils in 2023/24 was 14.13% against 7.94% for the whole cohort.
5 - Organisation	Data on homework completing rates across all year groups show that a <b>significant number of disadvantaged pupils do not complete their homework fully and/or regularly</b> . Obstacles to this include access to technology, access to a calm working space, reading and cognitive ability, family support and priority and a lack of independent study skills. This challenge leads to a polarising impact of homework tasks on attainment levels.
6 - Belonging	The school's demographic places it within a below average area of deprivation; anecdotal data and in-school tracking demonstrates that <b>many of our students who claim FSM do not experience as wide a range of positive, extra-curricular activities as non-FSM peers</b> . There is a lower sense of belonging within marginal cohorts at our school which can be problematic when striving to share opportunity to thrive equally across all pupils.

## 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
Above national average progress and attainment for all cohort indicators.	2024-2027 Outcomes will demonstrate: <ul style="list-style-type: none"> <li>- Strong (when compared to our historical results) progress measures (Basics, 9-7, 9-5, 9-4 and Average P8 Grade).</li> <li>- A zero or significantly improved gap on these measures for the disadvantaged cohort (Historically -15.4%, -26.1%, -22.4% and -1.26 points)</li> </ul>
Improved reading, writing and oracy levels	2024-2027 Evidence to demonstrate this: <ul style="list-style-type: none"> <li>- Effective interventions for literacy and reading have been put in place for pupils identified</li> <li>- Evaluation and analysis of the programmes chosen has taken place.</li> <li>- The Profile of reading is raised across the school.</li> </ul>
Outstanding participation in learning across lessons.	2024-2027 Evidence to demonstrate this: <ul style="list-style-type: none"> <li>- Lesson observations feedback referencing the "Maximising Learning" section of the Kimberley School learning framework.</li> <li>- A significant reduction in the number of higher level sanctions being issued to disadvantaged pupils (Currently 44% of our 16 pupils with more than 5 sanctions are disadvantaged).</li> <li>- Pupil voice to include questioning around lesson participation and engagement.</li> <li>- Staff voice to include questioning on the use of adaptive teaching to promote participation for all.</li> </ul>
Above national average attendance figures.	2024-2027 Evidence to demonstrate this: <ul style="list-style-type: none"> <li>- Documentation of comparison against national averages for each fortnight.</li> <li>- A narrowing gap between whole and disadvantaged cohorts.</li> <li>- Persistent absence among disadvantaged pupils to be no more than 20% (Whole cohort currently at 17%, dis currently at 29%)</li> </ul>
An improved positive framing of the school for disadvantaged pupils.	2024/25 Evidence to demonstrate: <ul style="list-style-type: none"> <li>- Qualitative data from disadvantaged pupil and parental voice focussing on satisfaction and sense of belonging.</li> <li>- Improved tracking of the disadvantaged cohort regarding their involvement with extra-curricular activities, trips and enrichment.</li> </ul>

## 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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supplement the funding of TLC team's school-wide work, aimed at developing a culture of excellent learning, on:</p> <ul style="list-style-type: none"> <li>- Whole school INSET and CPD on School Priority areas of Disciplinary Literacy, including reference to test data, and Adaptive Teaching</li> <li>- Provide individual support to teachers teachers with identified areas of improvement for teaching and learning.</li> </ul>	<p>"The best available evidence indicates that great teaching is the most important leveller schools have to improve outcomes for their pupils" (EEF – <a href="#">"School Planning and Support"</a>)</p>	1, 2, 3
<p>Fund the Learning Mentor team's work on:</p> <ul style="list-style-type: none"> <li>- Supporting in class for core subjects where there are high levels of disadvantaged pupils attaining at levels which are lower than desired.</li> <li>- Funding of literacy assessments, ensuring incorporation of reading data into staff planning for optimal student learning and adaptive teaching practice in the class room.</li> </ul>	<p>" Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact." (EEF – <a href="#">Small Group Tuition Analysis</a>)</p>	1, 2, 3, 4
<p>Development of and staff training on the Kimberley School Learning Framework to ensure all the core components of a strong lesson are considered in delivery (Content and Context, Activated Thinking, Memory and Retrieval and Maximised Learning).</p>	<p>" Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial" (EEF – <a href="#">"School Planning and Support"</a> 2023)</p>	1,2,3

Promotion of this so it is visible in every class room and built into the live lesson walk feedback template. Development of the use of the Learning Framework for feedback to students from class teachers.	“literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.” (EEF – <a href="#">Improving Literacy In Secondary Schools</a> )	
<p>Assistant Head Teacher for Progress to take responsibility for;</p> <ul style="list-style-type: none"> <li>- Ensuring Disadvantaged pupils are a key priority for focus during data cycles and subsequent action points and QA.</li> <li>- Identifying and coordinating the work undertaken by core subjects on supporting a rolling ‘Closing The Gap’ cohort.</li> <li>- Quality assuring directed department development time is spent enhancing the curriculum by way of its intent and implementation to have a significant impact on the disadvantaged cohorts.</li> </ul>	Putting Evidence to Work – A School’s Guide to Implementation recommends to ‘create a leadership environment and school climate that is conducive to good implementation. Set the stage for implementation through school policies, routines, and practices.’ ( <a href="#">Putting Evidence to Work - A School's Guide to Implementation</a> EEF)	1, 3, 6
Ensure department time is used to tackle problems and share good practice. Allowing teams to reflect on and develop their practice in using the C-System for behaviour management as a tool to support quality teaching and engagement. SPLs are provided with weekly reports on Consequence points being issued across their teams.	“Misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it’s a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class.” ( <a href="#">Improving Behaviour in Schools</a> EEF)	1, 3, 4, 6

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

Budgeted cost: £ 76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor team to lead;</p> <ul style="list-style-type: none"> <li>- Key intervention for core subjects in the Year 11 Study Hub to secure grades within key progress measures.</li> <li>- Reading assessments for all pupils in Years 7-10 to ensure our weakest readers are identified and receive bespoke interventions including phonics</li> <li>- Key intervention for core subjects in the Study Hub to secure grades within key progress measures.</li> <li>- Raising Achievement Groups in Years 7, 8 and 9 where pupils who are at risk of critically low access to multiple subjects receive regular timetabled intervention sessions to support their reading and comprehension. These sessions are also geared to improving the confidence of access to learning.</li> </ul>	<p>“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.” (EEF – <a href="#">Small Group Tuition Analysis</a>)</p> <p>“Young people who leave formal education without such skills find it much harder to achieve their goals in the world of work or further study” (EEF - <a href="#">Improving Literacy in Secondary Schools: 7 recommendations</a>)</p>	1, 2, 3, 4, 6
<p>Departments are directed to run period 6 and other bespoke intervention and/or revision sessions in a way that positively discriminates for the disadvantaged cohort and their misconceptions. Personal invites will be given for these by class teachers. Period 6 plans are shared regularly with parents and all information on revision and Year 11 strategy can be seen on the Year 11 Study Hub page on the school’s website.</p>	<p>“Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support” (<a href="#">Homework – Intervention Review</a> – EEF)</p>	1, 5, 6
<p>Establish and fund a homework club for disadvantaged pupils (Years 7-10) who are invited personally and given incentives (snacks and achievement tokens) for attendance.</p>		



Provide a bespoke opportunity for disadvantaged Year 11s through personal invites to revision breakfast club and holiday revision sessions.		
Homework is tailored towards maximising access and consolidation of both new and cumulative content through use of SatchelOne quizzes, GCSE Pod and Sparx Maths.		
Revision Guides and key equipment are provided through Pupil Premium funding for those most in need of financial support in accessing these.		1, 4, 5, 6

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

Budgeted cost: £ 60,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Monitoring lead by the Deputy Head Teacher, reporting regularly to SLT and governors. Dedicated attendance officer to chase daily and work strategically with high profile cases.	"There is no one-size-fits-all approach to improving attendance. Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem." ( <a href="#">Supporting School Attendance</a> – EEF)	3, 4
Anxious and Vulnerable Learners as identified by attendance officer and pastoral leaders are placed in an extra Y11 Tutor Group run by the Learning Mentors. This will facilitate improved attendance, confidence and communication regarding academic developments throughout the academic year  Pupils can be referred to the ARNA unit with a view to supporting their reintegration to their full timetable by continuing to access class work and pastoral support whilst placed here.	"awareness of pupils' social connections or isolation may help schools to encourage positive influences, for example through promoting specific extra-curricular activities or the use of a buddy system to break into friendship groups" ( <a href="#">Supporting School Attendance</a> – EEF)	3, 4, 5
Personal Development lead to update the programme to ensure ; - Sessions covering anxiety and mental health issues are	"Social and emotional learning is important in and of itself. The mechanism by which approaches have an impact on academic outcomes may include improving	4



<p>relevant to as many pupils as possible.</p> <ul style="list-style-type: none"> <li>- Careers provision is present throughout the academic year with targeted one to one interviews given to disadvantaged pupils as a priority. These sessions will not only look to boost aspirations but also to begin the pragmatic conversation about requirements for next steps.</li> <li>- Careers support offered in the application for next steps for our pupils most in need of the support.</li> </ul>	<p>engagement in learning or self-regulation skills.” (<a href="#">Social and Emotional Learning</a> – Intervention Review – EEF)</p> <p>“Much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.” (<a href="#">Aspiration Interventions Review</a> – EEF)</p>	
<p>Enrichment visits are funded and or supplemented by the pupil premium budget for those most in need of support to access.</p>		6
<p>Introduce clear tracking of the disadvantaged pupils’ access to extended-curriculum opportunities such as after school clubs, trips and rewards.</p> <p>Raise the profile of pupils who are accessing fewer of the non-classroom opportunities and promote positive discrimination in pushing them to engage with these.</p>	<p>“There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention.”</p> <p>(<a href="#">Teaching and Learning Toolkit</a> - EEF)</p>	6

**Total budgeted cost: £ 236,250**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The table below show the year on year comparison of our disadvantaged cohorts from 2023, 2024 and 2025 respectively;

Performance Measures 2025	2023 PP Students (39)	2024 PP Students (37)	2025 PP Students (37)	2025 All Students ( )
Progress 8	-0.6	-0.57		
Attainment 8	32.99	37.49	44.16	50.96
9-7 English and Maths	2.60%	0%	2.7	11.7
9-5 English and Maths	12.80%	37.80%	35.1	50
9-4 English and Maths	38.50%	56.80%	62.2	80.4
Average Points Score EBACC	2.74	3.27	3.80	4.41
EBACC Entry	5.10%	16.20%	18.9	23.9

The data shows that the school and its practices have had a significant impact on the attainment of our disadvantaged cohort, albeit with the gap between our disadvantaged and non- disadvantaged continuing to be significant.

In a recent study published [here](#), we are also listed as having made the 3<sup>rd</sup> strongest year on year increase in the progress of our disadvantaged cohort.

Successes can be attributed to the key interventions put in place, including supporting teachers to ensure all pupils are receiving their best possible lessons as a primary intervention. Considerable work has been put in to improving attendance. Our most recent figures shows that attendance of our FSM6 pupils (90.7%) vs the national average (88.2%) is +2.5 better. With that trend being most amplified with our Year 11 cohort (+4.3% against the average).

There is a gap in our analysis of student experience via student voice activities and the stated strategies above outline how we are going to combat this. There will be particular focus on the tracking of the experiences and opportunities presented to our disadvantaged cohorts in the coming three years to ensure that we're able to reflect on this during the annual review of this document.

In summary, the school takes encouragement from these improvements against a national picture of 'wider gaps' in attainment. We are however still fixed on narrowing our own disadvantaged gap using the strategies outlined. Through high quality of learning, support systems, intervention when things don't go well, and boosting the positive experiences of school for our pupils who are most in need of it, we aim to close

the attainment gaps further whilst maintaining our high standards for overall attainment. We will also judge our impact here against student voice and tracking activities.

## Externally provided programmes

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

Programme	Provider
English and Maths Tuition – Years 7, 10 and 11.	Action Tutoring