



Pupil Premium strategy statement

Great Kimble C of E School

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	97 (oct 2024) 99 (oct 2025)
Proportion (%) of pupil premium eligible pupils	9.3% (oct 2024) 11% (oct 2025)
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)	2024-2027 (3 year plan)
Date this statement was published	4.10.24 17.11.25
Date on which it will be reviewed	September 2025 <i>Strategy will be informally reviewed once a term</i> Sept 2026
Statement authorised by	Mrs J Haynes
Pupil premium lead	Mrs J Haynes
Governor / Trustee lead	Mrs S Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£10,185

Part A: Pupil premium strategy plan

Statement of intent

Great Kimble C of E School is a half form entry school with 15 places per year group. In 2018, the school became part of the Great Learners Trust. The catchment area for the school consists of the surrounding villages of Kimble, Marsh, Ellesborough and Princes Risborough, of both council-owned housing and owner-occupied housing. Some children are from outside of the immediate catchment area due to spaces being available in most year groups and these pupils often commute in by taxi. Over recent years, there has been a continual increase in the percentage of pupils with SEND needs, new to country with EAL needs as well as a rise in mobility.

At Great Kimble, our school motto is 'Love, Learn, Live' and we create a culture surrounding this. Our Christian Values of hope, endurance, forgiveness, love, thankfulness and respect also underpin all that we do. We offer an exciting and motivating curriculum that enables all our children, regardless of their background, needs or abilities, to develop many skills and talents. Curiosity is welcomed, questions are encouraged and an excitement about learning is nurtured. Our ambitious and stimulating curriculum places reading and high-quality texts at the heart of learning. We strive for every child to be a confident and successful reader. We aspire for at least, 80% of Year 6 and Year 2 to be working at age related standards in reading by the end of the respective Key stage. We recognise that the ability to read and understand is pivotal to success in all areas across the curriculum and this will ensure a positive impact for all children across the school.

At Great Kimble, we want to enable all our disadvantaged pupils to reach their age expectation in at least 2 subjects with a focus on reading and phonics. *"The effects of reading on later literacy skills, facilitating social interaction between adults and children, and encouraging children to engage with the world around them. Reading can be a 'stable source of information' throughout a child's life. This stability allows them to access text in a constant fashion and can be especially beneficial for children growing up in challenging circumstances."* Book Trust 2019

Nature of support that is currently provided:

1. Additional support, including class based or specific intervention work to accelerate progress of targeted groups or individuals.
2. Learning support to enable children to fully access learning and accelerate progress where there are specific barriers other than identified Special Educational Learning Needs.
3. Pastoral work which undertakes work to raise self-esteem, extend their personal skill set, improve attendance and punctuality and support children to make appropriate choices in order to maximise learning opportunities.
4. Out of hours and curriculum enrichment to ensure that children are given opportunities to access the full curriculum, develop other talents in sport and creativity and also improve self-confidence and motivation for school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our overall whole school attendance is slightly improving from 93% in 2022-23 to 95% in 23-24 however attendance for disadvantaged pupils is still below non disadvantaged.</p> <p>The attitude around attendance and punctuality for all our pupils needs to be a whole school priority as this is negatively impacting attainment.</p> <p>24-25 Persistent absence improved over the course of the year reaching a low of 6.6% in the Spring Term. Autumn term saw the highest rate due to holidays and illness.</p>
2	<p>Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need or medical condition, although this is not an excuse, this may influence their learning styles and may become a barrier to their learning and well-being.</p> <p><i>Poverty can massively inhibit children's life chances, and those with SEN can face even greater barriers to success. They are more likely to be excluded and leave school without the grades they need, holding them back further as they go onto the next stage of their lives. Helen Barnard, head of analysis at the Joseph Rowntree Foundation,</i></p> <p>24-25 27% of our PP pupils were also SEN 18% were considered young carers 9% were considered refugee 50% of pupils met EXS combined Pixl interventions were in place as well as 1:1 interventions, young carer group and nurture.</p>
3	<p>Our disadvantaged pupils make less progress, particularly in writing and the % for RWM for disadvantage pupils is lower than non-disadvantaged (less pupils are also able to reach GDS standard).</p> <p>24-25 100% of those with PP met their ELG in EYFS 100% achieved EXS in Year 6 50% of PP pupils achieved EXS standard in all 3 areas 70% of non PP pupils achieved EXS standard in all 3 areas</p>

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
To improve attendance and punctuality	PP attendance in line with whole school. Office Administrator to work in partnership with the DHT to implement new tracking and monitoring system. Half termly meetings held with key families, setting expectations, offering support, with particular focus on disadvantaged pupils. The meetings will agree actions, following robust attendance procedures, including both letters, phone call and celebration to re-enforce high expectations.
To raise standards in reading and writing across the school	Implement a reading skill focused curriculum. Ensuring disadvantage pupils are our priority readers and are heard at least 3 times a week. Continue to use PIXL interventions to target all children. Develop the writing curriculum to allow opportunity for more skills to be mastered and a less rigid approach. Ensure 1:1 opportunities are provided for pupils who would benefit in order to improve attainment.
To strengthen systems in place to support all pupils with SEN	Ensure OAP is in place and there is a rigorous monitoring system in place for SEN pupils. Target support in accordance to their SSPs must be dutifully carried out.
To develop the whole child so all pupils have an opportunity to flourish outside of academics	Improve extra-curricular and leadership opportunities for all pupils. Ensure well being is a priority in all that we do.
To continue to strengthen the use of assessment to identify gaps in learning and effectively check pupils' understanding to ensure progress.	PiXL assessment embedded throughout the school enabling pupils who require targeted support to be quickly identified and a clear plan of support put in place. Insight Tracking is effectively used to track progress and identify at risk pupils Consistent monitoring systems including Termly Pupil Tracking Meetings (PTM), book monitoring and lesson feedback support teachers in identifying appropriate interventions for individual pupils.

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: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEN CPD and training to all teaching staff, with a particular focus on SEN support plans and whole school intervention programmes	https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send	2 3
Using PiXL (termly and half-termly assessments) to identify pupils who are at risk of not meeting expected standard. OAP put in place.	"Together we share best practice to raise standards and to give students a better future and brighter hope." (pixl.org.uk)	2 3
Development of teaching Foundation subjects using new scheme of work, Kapow, exciting children and therefore they want to attend school.	"Full national curriculum coverage including lessons for mixed classes" "knowledge rich and build on skills: Lesson plans deepen pupil knowledge and extend vocabulary. Includes varied and enjoyable recap and retrieval opportunities" Kapow	1 2 3
Purchase of new ICT Equipment	Students can learn by seeing, hearing, and interacting with the board through touch. This equips teachers with new, innovative ways to teach the same subject material. Because of this, students learn better and remember more. Various media types can be displayed on an interactive whiteboard. Enhanced learner	1 2 3
Ensure a reading skills curriculum is in place for all years and works alongside Ashley Booth and Bug Club – purchasing new books and delivering training	https://www.pearsonschoolsandcolleges.co.uk/asset-library/pdf/Primary/Bug-Club/Bug-Club-Phonics/04-Why-Bug-Club-Phonics-FINAL.pdf https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency#:~:text=It%20enables%20children%20o%20not,word%20decoding%2C%20comprehension%20and%20fluency.	2 3

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

Budgeted cost: £ 4685

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading daily across the school for specific, targeted children.	Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary, and spelling tests at age 16 than those who read less regularly. https://readingagency.org.uk/about/impact/002-readingfacts-1/	2 3
1:1 phonics interventions	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 -yearolds) as they begin to read. https://educationendowmentfoundation.org.uk/education	2 3
Small group reading interventions	“Skilled readers read words accurately, rapidly and efficiently. Children who do not develop reading fluency, no matter how bright they are, will continue to read slowly and with great effort.” (National Reading Panel, Teaching Children to Read)	2 3
1:1 writing sessions	Pupils should practise sentence-combining and other sentence construction techniques. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2 3
Nessy	Education Should be Inclusive of all Children Nessy believes in the inclusiveness of education by using an <i>individualised</i> approach. Historically it has been difficult for one teacher to meet the individual needs of every student in a large classroom. Technology has now made this possible. Using Nessy, children follow their own, personalised learning path, just learning what they need.	2 3
Pixl therapies – Supporting children who are working at B1 level.	Pixl therapies identify specific interventions for children in order for them to achieve their full potential. They create an individualised set of lessons for each child.	2 3
Zones of regulation (Whole School)	A zones of regulation intervention brings a range of benefits for the individual, including: <ul style="list-style-type: none"> • The ability to recognise when emotions are becoming overwhelming • The ability to use calming strategies effectively • Improved concentration and attention in education • The ability to cope when faced with high levels of emotion • Improved academic progress • The ability to fully complete pieces of work https://www.hsrpsychology.co.uk	2 3 1

Social and communication groups across the whole school.	Benefits of our social communication group Increase in social communication and interaction. Improved understanding of social rules. Increased ability to recognise verbal and nonverbal behaviour in others. Improved conversational skills such as topic maintenance and turn taking. www.sltforkids.co.uk	1 2 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance, support parents and develop strong partnerships tailored to the needs of each individual family.	Working together to improve attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1 3
Attendance team meeting every 4 weeks to track attendance and trends – half termly letters to be sent to whole school – additional letters to those below 95%		1 3
Persistent absentees tracked and monitored and strategies put into place to address issues.	More successful schools set up rapid responsesystems to address poor attendance	1 3
SLT and SENCO to work with specific families who need additional support.	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. <i>Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</i> educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents-	1 2 3

Additional funding towards residential trips	EEF believe that “all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education” and there is an argument that suggests that enriching education can direct improve pupils’ attainment.	1 2 3
Support vulnerable families with uniform costs. All pupils experience a sense of belonging. Good quality second hand uniform will be available	Current evidence suggests that, although wearing a uniform will not improve academic outcomes, it can positively impact behaviour for learning and a school ethos through a sense of community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform#:~:text=Key%20findings&text=2.,improvement%20of%20behaviour%20and%20discipline.	1 2

Total budgeted cost: £ 10,185

Part B – review of the previous year - Outcomes for disadvantaged pupils (23-24)

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
		% of pupils Ex-pected or higher	% of pupils Ex-pected or higher	% of pupils Ex-pected or higher	% of pupils Expected or higher	% of pupils Ex-pected or higher	% of pupils Ex-pected or higher
Reading	All Pupils	79%	93%	67%	80%	67%	87%
	GDS	21%	47%	13%	7%	27%	27%
	Boys	67%	100%	50%	60%	50%	100%
	Girls	82%	88%	73%	90%	86%	78%
	Pupil Premium	33%	100%	100%	100%	0%	100%
	Pupils with SEND	25%	100%	25%	100%	40%	0%
Writing	All Pupils	79%	87%	60%	73%	67%	80%
	GDS	21%	47%	0%	0%	7%	20%
	Boys	67%	86%	50%	60%	50%	100%
	Girls	82%	88%	64%	80%	86%	66%
	Pupil Premium	33%	100%	67%	100%	0%	67%
	Pupils with SEND	25%	50%	0%	0%	40%	0%
Maths	All Pupils	64%	87%	73%	73%	73%	80%
	GDS	21%	40%	13%	7%	13%	47%
	Boys	67%	86%	50%	60%	63%	100%
	Girls	64%	88%	82%	80%	86%	66%
	Pupil Premium	33%	100%	100%	100%	0%	67%
	Pupils with SEND	25%	50%	50%	0%	60%	0%
RWM combined ARE		64%	87%	60%	73%	67%	73%
RWM combined GDS		21%	40%	0%	0%	7%	7%

EYDG 80% (pp n/a)

Phonic: Year 1 86% (2/3 pp children met their phonics score)

24-25

		Reading													
		Main Assessment													
		All Pupils	Boys	Girls	Pupil Premium	Not Pupil Premium	EAL	Not EAL	No SEN	SEN Support	EHC Plan	High Prior Attainers	Middle Prior Attainers	Low Prior Attainers	Unknown Prior Attainers
		% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
2024-2025	Summer 2	70%	72%	69%	55%	72%	63%	71%	76%	45%	100%	100%	83%	50%	62%

		Writing													
		Main Assessment													
All Pupils	Boys	Girls	Pupil Premium	Not Pupil Premium	EAL	Not EAL	No SEN	SEN Support	EHC Plan	High Prior Attainers	Middle Prior Attainers	Low Prior Attainers	Unknown Prior Attainers		
% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher		
64%	59%	68%	55%	66%	50%	66%	74%	25%	100%	100%	72%	17%	59%		

Maths													
Main Assessment													
All Pupils	Boys	Girls	Pupil Premium	Not Pupil Premium	EAL	Not EAL	No SEN	SEN Support	EHC Plan	High Prior Attainers	Middle Prior Attainers	Low Prior Attainers	Unknown Prior Attainers
% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
65%	64%	66%	45%	68%	75%	64%	70%	45%	100%	100%	89%	50%	52%

Reading/Writing/Maths													
Main Assessment													
All Pupils	Boys	Girls	Pupil Premium	Not Pupil Premium	EAL	Not EAL	No SEN	SEN Support	EHC Plan	High Prior Attainers	Middle Prior Attainers	Low Prior Attainers	Unknown Prior Attainers
% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
59%	54%	63%	45%	61%	50%	60%	67%	25%	100%	100%	72%	17%	51%