

Kymbrook Primary School
Kymbrook and Thurleigh Federation
Pupil Premium Strategy 2025- 2026

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	78
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Debonair Brown
Pupil premium lead	Debonair Brown
Governor / Trustee lead	Phil Wayles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 12,070
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>	£12,070

Part A: Pupil premium strategy plan

Statement of intent

We work in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and a lifelong passion for learning.

With this Federation vision in mind, we aim to provide an inspirational and inclusive teaching and learning environment in which high-quality education enables every pupil to thrive. Our goal is to ensure that no child is left behind socially or academically because of disadvantage. We believe that with the right support and nurture, all pupils can achieve their full potential when provision is tailored to meet their individual needs.

Our intention is to:

- Remove barriers to learning arising from disadvantage, including poverty, family circumstances and background, so that all pupils are able to access high-quality education and thrive.
- Rapidly narrow attainment and progress gaps between disadvantaged pupils and their peers through targeted support, strong teaching and ambitious expectations.
- Strengthen independence across all phases of primary education so that pupils become confident, motivated and resilient learners with high aspirations.
- Develop confident, creative and independent writers who enjoy expressing their ideas and take pride in their work. Pupils will be encouraged to use imagination, communicate fearlessly, and learn from mistakes so that they write with joy, confidence and purpose.
- Build confident, resilient mathematicians who enjoy problem-solving and applying their learning in a range of contexts. Pupils will be supported to think independently, persevere through challenge, and build secure mathematical understanding with confidence.
- Secure pupils' ability to communicate effectively and confidently in a wide range of contexts, building vocabulary, oracy and self-expression.
- Promote positive mental health, emotional wellbeing and resilience, equipping pupils with the skills to form healthy, safe relationships with family, peers and online communities.
- Provide access to a rich range of experiences and opportunities that broaden pupils' horizons and deepen their understanding of the wider world beyond the classroom.

To achieve our objectives and overcome identified barriers to learning the school will:

- Enable every pupil to thrive by identifying need early, breaking down barriers through targeted financial and pastoral support, and working in partnership with families to improve attendance, engagement and outcomes.
- Drive rapid and sustained improvement for disadvantaged pupils through consistently strong teaching, targeted intervention and high expectations, ensuring they make accelerated progress and achieve in line with their peers.
- Build independent, resilient and confident learners by explicitly teaching self-regulation and learning strategies, providing opportunities for responsibility and leadership, and embedding a culture where effort, reflection and learning from mistakes are valued and celebrated.

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- Create confident, creative writers by delivering a high-quality, coherent writing curriculum, explicitly teaching writing processes and vocabulary, and providing meaningful opportunities for pupils to write with purpose, accuracy and pride across the curriculum.
- Build confident, resilient mathematicians through a mastery approach, explicit teaching of fluency and problem-solving, and timely intervention, ensuring pupils develop secure understanding and a positive mindset towards mathematics.
- Strengthen pupils' communication and language skills through a whole-school oracy and vocabulary approach, targeted support where needed, and language-rich classrooms that promote confident self-expression.
- Promote positive wellbeing and safe relationships by delivering a strong PSHE curriculum, providing targeted emotional support, and working closely with families and agencies to ensure pupils feel safe, valued and ready to learn.
- Broaden pupils' horizons by ensuring full access to a rich programme of enrichment, leadership and cultural experiences that raise aspirations and deepen understanding of the world beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
Removing barriers to learning	<ul style="list-style-type: none"> - Poor attendance and punctuality linked to family circumstances. - Limited access to food, uniform, transport or learning resources. - Reduced parental engagement due to work patterns, confidence or previous experience of school. - Increased wellbeing and safeguarding concerns affecting readiness to learn.
Narrowing attainment and progress gaps	<ul style="list-style-type: none"> - Gaps in prior learning, particularly on entry to school or following periods of absence. - Lower levels of academic confidence and aspiration. - Inconsistent access to learning support at home. - Limited early experiences that support learning, language and concept development.
Strengthening independence, confidence and resilience	<ul style="list-style-type: none"> - Low self-esteem and fear of failure. - High dependency on adults for support and reassurance. - Difficulty managing emotions, distractions or challenge in lessons. - Limited opportunities to develop independence outside school.
Confident, creative and independent writers	<ul style="list-style-type: none"> - Poor transcription skills (spelling, handwriting) affecting fluency. - Limited vocabulary and experience of high-quality texts. - Low confidence in expressing ideas in writing. - Difficulty sustaining writing for longer tasks.
Confident, resilient mathematicians and problem solvers	<ul style="list-style-type: none"> - Gaps in number sense and basic fluency. - Maths anxiety and low confidence following previous underachievement.

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	<ul style="list-style-type: none"> - Difficulty applying concepts in problem-solving contexts. - Limited opportunities to practise maths outside school.
Effective communication, vocabulary, oracy and self-expression	<ul style="list-style-type: none"> - Limited early language exposure and vocabulary. - Speech, language and communication needs (SLCN). - Reduced confidence when speaking in front of others. - Fewer opportunities for structured talk at home.
Mental health, emotional wellbeing and safe relationships	<ul style="list-style-type: none"> - Higher levels of anxiety, emotional dysregulation or trauma. - Unsettled family circumstances affecting stability. - Difficulties forming and sustaining friendships. - Increased vulnerability online and limited understanding of risk.
Broadening horizons and enriching experiences	<ul style="list-style-type: none"> - Limited cultural capital and real-world experiences. - Lower aspirations due to lack of role models. - Reduced confidence in unfamiliar environments.

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
Pupils attend regularly, feel safe and supported, and are fully able to access school life and learning.	<ul style="list-style-type: none"> - Attendance of disadvantaged pupils is in line with, or improving towards, that of non-disadvantaged pupils. - Reduction in persistent absence and behaviour incidents for disadvantaged pupils. - Increased parental engagement in meetings, workshops and school communication. - Pupils report feeling safe, supported and ready to learn.
Disadvantaged pupils make strong progress and achieve outcomes in line with their peers.	<ul style="list-style-type: none"> - Attainment and progress gaps in reading, writing and mathematics are reduced year-on-year. - Intervention data shows accelerated progress for targeted pupils. - A greater proportion of disadvantaged pupils achieve age-related expectations and greater depth. - Teachers demonstrate high expectations for disadvantaged pupils in planning and practice.
Pupils demonstrate increased independence, motivation and positive learning behaviours.	<ul style="list-style-type: none"> - Pupils use strategies independently to overcome challenge in lessons. - Improved engagement in learning and task completion. - Positive pupil voice about confidence and attitudes to learning.

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	<ul style="list-style-type: none"> - Reduction in low-level disruption linked to low confidence or dependency.
Pupils are confident writers who communicate clearly, creatively and with pride.	<ul style="list-style-type: none"> - Improved writing outcomes for disadvantaged pupils at all stages. - Increased stamina and independence in writing tasks. - Greater evidence of vocabulary richness and sentence variety in pupils' work. - Pupil voice reflects enjoyment and pride in writing.
Pupils are confident mathematicians who enjoy problem-solving and achieve well.	<ul style="list-style-type: none"> - Improved outcomes and progress in mathematics for disadvantaged pupils. - Increased fluency in number facts and methods. - Pupils demonstrate reasoning and problem-solving with confidence.
Pupils communicate confidently and effectively in all learning situations.	<ul style="list-style-type: none"> - Improved oracy and vocabulary use across subjects. - Increased participation in class discussions and presentations. - Teacher assessment shows improved speaking and listening skills. - Pupils' articulate ideas clearly and with confidence.
Pupils demonstrate improved emotional regulation and form positive, safe relationships.	<ul style="list-style-type: none"> - Improved attendance and behaviour linked to emotional wellbeing. - Pupil voice reflects increased confidence and emotional security. - Fewer incidents linked to conflict or unsafe behaviour. - Pupils demonstrate an understanding of online safety and healthy relationships.
Disadvantaged pupils have enriched experiences and strong cultural awareness.	<ul style="list-style-type: none"> - Increased participation in trips, clubs and enrichment activities. - Disadvantaged pupils engage in leadership and extracurricular roles. - Pupils demonstrate increased curiosity and cultural knowledge. - Pupil voice reflects increased aspiration and enjoyment of learning beyond the classroom.

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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: £ 4,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school improvement of teaching through coaching, CPD, instructional consistency and curriculum refinement.	EEF identifies high-quality teaching as having the greatest impact on disadvantaged pupils (+7 months). Improving classroom practice benefits pupils more than targeted interventions alone.	2, 3, 4, 5
Explicit teaching of tiered vocabulary, structured talk strategies (sentence stems, talk partners, debate), and oracy across subjects.	Oral language interventions (+6 months). Disadvantaged pupils often begin school with lower language exposure.	2, 3, 4, 6
Explicit teaching of writing processes, sentence structure, spelling strategies and feedback-focused marking.	Feedback (+6 months), literacy approaches (+5 months). Writing improves fastest when pupils receive actionable feedback and are taught process explicitly.	3, 4, 6
Mastery approach, daily fluency practice and strategic same-day intervention.	Mastery learning (+5 months), small group tuition (+4 months). Disadvantaged pupils benefit particularly from structured progression and clear models.	3, 5, 6
Explicit teaching of learning strategies, modelling thinking aloud, self-assessment and reflection.	Metacognition and self-regulation (+7 months). Particularly powerful for disadvantaged pupils.	3

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Whole-school behaviour system linked to high expectations, restorative practice and consistent routines.	Behaviour interventions improve learning conditions and outcomes.	7
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and 1:1 intervention in reading, writing and mathematics	Small group tuition shows an average impact of +4 months. Most effective when sessions are structured, targeted and reviewed regularly.	2, 4, 5
Keep-up not catch-up interventions (same-day intervention in maths and reading)	Timely intervention prevents misconceptions becoming embedded and is more effective than delayed support.	2, 3, 6
Phonics and early reading intervention for weak readers	Phonics approaches improve early reading by +5 months. Particularly effective when delivered systematically and consistently.	2, 6
Fluency and number fact catch-up programmes	Mastery learning (+5 months) supports pupils to secure foundational knowledge before moving on.	2, 5
Writing conferencing and targeted feedback	Feedback has one of the highest impacts at +6 months when specific and focused on improvement.	2, 4
Targeted vocabulary and language intervention	Oral language interventions average +6 months, particularly for disadvantaged pupils.	6
SEND-focused teaching and intervention	High-quality teaching is particularly critical for pupils with additional needs.	2

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

Budgeted cost: £4,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring, early intervention and family support	EEF identifies strong links between attendance and attainment; behaviour and attendance systems are key foundational conditions for learning.	1, 2, 7
Breakfast club and pastoral provision	Pupils learn better when physical and emotional needs are met; breakfast provision has been shown to improve attendance and focus.	1, 8
Nurture groups, ELSA and emotional support	Social and emotional learning (SEL) programmes have an average impact of +4 months.	1, 7, 8
Behaviour for learning strategies	Behaviour interventions improve classroom climate and learning readiness.	1, 7
Parent engagement workshops and support	Parent engagement has a positive impact on pupil learning when well targeted (+4 months).	7, 8
Online safety and relationships education	Strong PSHE is associated with improved wellbeing and behaviour.	7, 8
Metacognition and self-regulation teaching	Metacognition strategies are high impact (+7 months), particularly for disadvantaged pupils.	3
Whole-school oracy and vocabulary approach	Oral language interventions yield +6 months improvement.	6
Pupil voice and pupil leadership	Improving pupil engagement and motivation improves learning outcomes.	1, 8

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Key EEF References

- Education Endowment Foundation. *Teaching and Learning Toolkit*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
- EEF. *Small Group Tuition*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>
- EEF. *Mastery Learning*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>
- EEF. *Metacognition and Self-Regulation*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>
- EEF. *Behaviour Interventions*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>
- EEF. *Parental Engagement*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>
- EEF. *Oral Language Interventions*. (Found via the main Toolkit page.)
- EEF. *Social and Emotional Learning (SEL) Programmes*. (Found via Education Evidence hub resources.)

Total budgeted cost: £ £13,270 Part B:

Review of the previous academic year

Outcomes for disadvantaged pupils

Many disadvantaged pupils enter school with underdeveloped oracy and vocabulary compared with their non-disadvantaged peers. Limited exposure to wider life experiences restricts pupils' word knowledge and understanding of language, which in turn impacts negatively on reading comprehension, writing quality and overall curriculum access.

To address this, the school implemented the Education Endowment Foundation (EEF) Oracy Project through the *Talking Time* programme in Nursery, designed to broaden children's vocabulary, deepen understanding and support a stronger transition into Reception. Alongside this, staff in the Early Years have received targeted professional development in oracy-focused teaching strategies, resulting in improved classroom practice and a consistent approach to developing talk.

Resources from the project have been embedded into daily routines and learning environments and are used effectively to close the language gap before pupils enter Reception. Classrooms also feature tiered vocabulary displays, enabling staff to model ambitious language and extend pupils' thinking through high-quality questioning.

In Key Stages 1 and 2, staff have completed Voice 21 training, enabling structured opportunities for purposeful talk to be integrated into everyday teaching. Discussion guidelines now support pupils to work collaboratively and communicate with increasing confidence and effectiveness. Teachers deliberately create opportunities for children to speak, listen and articulate ideas, while modelling subject-specific vocabulary and spoken language skills.

Pupils are developing confidence in using their voice for a range of purposes, including presentation and leadership. A strong example of impact can be seen in Year 6 pupils leading whole-school assemblies, demonstrating confidence, clarity and audience awareness. Voice 21 underpins our whole-school commitment to oracy, ensuring that all pupils, particularly the disadvantaged, develop the communication skills, vocabulary and confidence necessary for success in school and beyond.

Improving pupils' access to wider life experiences

We have enhanced pupils' access to enriching experiences to improve confidence, engagement and social development.

Pupils have participated in a broad range of opportunities, including robotics with professional coding delivery, music tuition, access to a wellbeing ambassador, Lego Therapy, educational visits, sports festivals and staff-led enrichment clubs. These experiences have been carefully designed to ensure all pupils, including those who are disadvantaged, have full and fair access.

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As a result, pupils demonstrate increased confidence, improved engagement in learning and stronger peer relationships. Disadvantaged pupils have benefited from improved access to experiences that may not otherwise be available to them, supporting their social development, aspirations and sense of belonging.

Closing attainment gaps in reading, writing and mathematics

Significant gaps in attainment remained between disadvantaged and non-disadvantaged pupils in reading, writing, mathematics and the combined measure.

To address reading, the school implemented the HfL Reading Fluency Project, including staff training in the *York Assessment of Reading for Comprehension (YARC)*. Weaker readers were quickly identified through assessment and took part in a six-week intervention focused on modelling fluent reading through short, structured texts. As a result, pupils made accelerated progress in reading speed, comprehension and accuracy. In Years 5 and 6, pupils made an average of 3.6 years' progress over the intervention period.

To strengthen writing outcomes, the school also implemented the HfL 'Winning at Writing' project. This approach focused on breaking the writing process into clear, manageable stages, including audience awareness and a structured approach to editing and proofreading. Pupils were taught to edit in two phases: first for meaning and accuracy, and then to improve quality and impact. This resulted in improved writing confidence, structure and outcomes.

Together, these initiatives led to improved progress in reading and writing for disadvantaged pupils. However, progress in the combined measure and mathematics did not improve at the same rate. This has informed our priorities for the next academic year, with an increased focus on consistent progress across all three subjects, particularly mathematics, to improve combined outcomes.

Supporting social, emotional and mental health (SEMH)

Disadvantaged pupils typically present with higher levels of social, emotional and mental health needs, including difficulty self-regulating and managing emotions in an age-appropriate way. These barriers can significantly impact pupils' readiness to learn and ability to form positive relationships.

To address this, the school provided a comprehensive and targeted wellbeing offer for all pupils, with additional support for those most in need. This included access to a wellbeing ambassador, Lego Therapy, a mindfulness and wellbeing club, Forest School provision, and high-quality PSHE teaching delivered through the curriculum.

These strategies positively supported key pupils to develop emotional regulation, confidence and resilience. Impact was evidenced through a reduction in the number of pupils requiring high-level pastoral intervention and fewer requests to see the wellbeing lead, alongside improved engagement and emotional stability observed in classrooms and around school.

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Parental engagement

Levels of parental engagement among disadvantaged families are typically lower than for non-disadvantaged pupils, which can impact pupils' progress, attendance and wellbeing. Staff worked consistently to build positive and trusting relationships with all parents through regular communication, support meetings and informal contact. While strong individual relationships were established with many families, a formal governor/parent forum or parent group has not yet been established. This remains a priority area for development to strengthen partnership working and provide structured opportunities for parental voice and 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
TT Rockstars	Maths Circle
Purple Mash	2Simple Software