



Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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	Killamarsh Infant and Nursery School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	35.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mrs Tracey Dolman Headteacher
Pupil Premium Lead	Mrs Tracey Dolman Headteacher
Governor / Trustee lead	Mr Alan Sargeant Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£63,140

Part A: Pupil Premium Strategy Plan

Statement of intent

Killamarsh Infant and Nursery School promotes its values of Achievement, Belief and Community in all areas and thoroughly believes that this is fundamentally the basis of success for all children. We aim to equip children with skills for life irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We aim to equip children with skills for life and to foster a good grounding in British Values which will enable them to be valued in all communities and use vital skills to communicate and work with others in a modern Britain.

Through high standards of teaching and using a range of methods and technology we aim to develop the skills, knowledge and enthusiasm of our children in order that they can achieve success and reach their full potential.

We encourage our children to believe in themselves, building their confidence, optimism, independence and self-esteem.

We aim to provide a fulfilling environment so that all our children and their families feel a part of the school community in which learning is shared, valued and enjoyed.

Our Pupil Premium funding is therefore used to ensure equal opportunities are available to all children to promote their learning, enjoying and achieving to achieve our goal, including progress for those who are already high attainers. We draw on the research of the EEF (Education Endowment Fund) to support our decision making to achieve the best outcomes for our children.

High-quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our disadvantaged children, including high attainers, are listed on the school provision map with areas of individual support or interventions strategies they may receive. The main aim is to promote inclusiveness and access to all.

The focus of our Pupil Premium Strategy is to:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Teaching and learning opportunities meet the needs of all the pupils so that they achieve well and meet expected outcomes.

- Be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.
- Ensure that disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified and provide targeted academic support for pupils who are not making the expected progress.
- Address non-academic barriers to attainment such as attendance and behaviour for learning
- Provide financial support to ensure attendance at breakfast and afterschool club and participation in additional experiences beyond the curriculum.

Our main aim is to ensure that every child has an equal chance in every area of school life.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils. These are evident throughout school and in general, are more prevalent amongst our disadvantaged pupils than their peers. We know that children enter our feeder nursery and reception with lower speech and language skills. Children subsequently enter KS1 with below national average skills. In general, disadvantage and non-disadvantaged data is in line however significant speech deficits are more prevalent among our disadvantaged pupils than their peers. Vocabulary development is key to ensuring that children are able to understand and acquire the knowledge and skills needed to meet curriculum demands and future learning.
2	Our assessments and observations with pupils suggests that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils. Our assessments and observations show that our Pupil premium children are more likely to have a vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum.
3	Our assessments (including Boxall profiling), observations and discussions with pupils and families have identified increased social and emotional needs in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

4	Persistent absence, which has been higher than that of other non-disadvantaged pupils for specific children although the gap between overall attendance of PP children and their peers is closing. Those children in reception do not yet have good attendance habits due to unestablished routines.
5	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for 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
Challenge 1 Improved oral language skills and vocabulary amongst disadvantaged pupils.	➤ Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulate with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Challenge 2 Improved phonics and reading attainment amongst disadvantaged pupils.	➤ 2024 Phonics outcomes show that 82% of non-SEN disadvantaged pupils met the expected standard or the same progress as similar peers. ➤ Increased confidence in reading fluency amongst all the identified children. ➤ Improved reading inference skills that is evidenced by KS1 reading SATs results. ➤ Quality of comprehension in children's books has been impacted on positively. ➤ Attainment outcomes before and after interventions show improved and increased self-confidence and resilience. ➤ The KS1 reading SATs outcome for disadvantaged pupils has increased by 10%.
Challenge 3 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged.	➤ Increased confidence, engagement and resilience/behaviours in learning among targeted children have been measured and evidenced in teaching assessment learning outcomes. Independent Behaviours Teacher Assessment Self Regulated Learning

	Self-Regulated School Audit Tool ➤ Learning walks, lesson observations and Positive Play show high levels of engagement and progress in lessons. ➤ Boxall profile outcomes before and after interventions show improved and increased self-confidence and resilience.(see Boxall profile outcomes) ➤ A reduced number of referrals to nurture and emotional interventions. ➤ An increase in enrichment activities, particularly among disadvantaged pupils. ➤ A reduced number of mental health support e.g. anxiety, recorded.
Challenge 4 Improved attendance, particularly of those children eligible for Pupil Premium. This will be measured by percentage attendance rates. It will be monitored termly. Improved attendance means more time for learning	➤ Attendance of Pupil Premium children continues to broadly match that of non-disadvantaged children from 70% to 30%. ➤ The persistently absent rate is reduced from 25.4% to 14% to be in line nationally. ➤ Punctuality of Pupil Premium children improves to number of 'lates' reduced significantly for targeted pupils with an allocated key worker. ➤ Improved attendance can be evidenced against targets set from attendance records.
Challenge 5 Continue to build success for pupils with SEND.	➤ Individual assessments, where needed, show progress against personal targets. ➤ Observations and attainment monitoring shows increasing skills of adults in supporting individual needs.

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: £11,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Spending		

Deliver high quality speech and language interventions for all identified children. Access additional in-house and external training with a focus on improving quality language development training e.g. Nelli	By giving teaching and learning staff the capacity, the expertise, the professional development and knowledge it will support and best meet the needs of the disadvantaged pupils in early communication, speech and language. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion have high impacts on reading.	1
Oral Language Interventions EEF		
Continue to embed activities across the school curriculum and a common approach to teaching vocabulary in all subject areas. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. e.g. Communication Friendly Ensure that all staff explicitly teach vocabulary in all lessons.	There is strong evidence that dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.	1, 2, 4 and 5

Continue to implement the DfE validated systematic phonics programme DfE validated systematic phonics programme to secure stronger phonics teaching for all pupils with ongoing training for all staff. Ensure that the reading system is well delivered and impactful. Little Wandle Letters and Sounds.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF Successful reading comprehension approaches allow activities to be carefully tailored to pupils reading capabilities and involve activities and text that provide an effective but not overwhelming challenge.	2, 6
Continue to develop and refine teacher feedback to improve pupil learning.	Quality teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Teacher Feedback to Improve Pupil Learning	1 & 2

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

Budgeted cost: £23,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed oral language intervention approaches and implement approaches to improve communication and language Develop structured speech and language interventions across school to reduce barriers to learning.	Communication and language has regressed in the EYFS due to pupils not having social interaction and language modelling. There is a strong evidence base that suggest oral language interventions such as high quality class discussion, are inexpensive to implement with high impacts on reading. ECAT and NELI are evidence-based oral language intervention which showed significant impact in randomised control trials. Reception	1

ECAT (Every Child a Talker principles) NELI (Speech and Language Intervention) Talk Boost	children have language deficits identified and support early allows them to access the whole curriculum.	
Improving Communication, Language and Literacy in the Early Years Improving Literacy at KS1		
Continue to provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support through the 'Little Wandle Keep Up' programme and suggested interventions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils. Particularly from disadvantaged backgrounds. Targeted phonics intervention have been shown to be more effective when delivered as regular sessions over a twelve week period.	1 & 2
Ensure high quality teaching and learning through maximum adult support. Provision mapping is improved and highlights targeted children which T and TA's focus on. Sessions will be tailored to specific objectives that children need to meet in order to reach the expected standard for their year group. (Pre-teach / Post-teach) Develop the use of an inclusion room to ensure that all SEND pupils are well catered for and develop the skills that support their learning in the classroom.	Targeted support is effective in the catch up approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. SEND Provision in Mainstream Schools	1 & 2

Phonics and reading intervention and catch-up programme delivered by Ts / TAs.	EEF guidance report Improving Literacy in KS1 – Effectively implement a systematic phonics programme There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students.	1 & 2
One to one and small group teaching for identified disadvantaged children in phonics and reading.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	
Moving Forwards, Making a Difference see pages 18+		

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

Budgeted cost: £28,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to ensure close monitoring and focus on attendance through weekly attendance checks. Contacts home made regarding concerning absence tracking and works alongside Early Help Pastoral Support worker where	Risk relates to the negative effect of absence and the evidence that PP families are substantially less likely to send their child back to school when given the choice experienced during Covid19 and concerns regarding children's health ensuing with the higher rate of viral infections etc. Raising attendance is a crucial first step to raising attainment. DfE	2, 4, 5

additional need is identified. Improve the attendance of pupils who are persistently absent through targeted strategies and support. Ensure quality and inclusion for all pupils to all school activities including wrap around care and after school clubs. Families of PP children have access to free breakfast club places. SEND children requiring support to attend clubs have adult provision.	research shows the impact of having a senior member of staff overseeing this issue, of analysing data regularly and acting on it promptly. Early identification of poor/persistent attendance is most effective in improving attendance. Working Together to Improve School Attendance Evidence shows that children who have had a good breakfast and are on time for the school day are ready to learn and are able to function effectively. Magic Breakfast	
To continue to improve the quality of social and emotional (SEL) learning. SEL approaches will continue to be embedded into routine educational practices and supported by professional development and training for staff. Enhance the PSHE curriculum and allow time for additional activities or discussions as needed.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).	3
Develop the build participation to the opportunities that the blending learning offer brings to the level of	Blended learning has the proven potential to enhance both the effectiveness and efficiency of meaningful learning experiences. It provides opportunities for	5

support and routine at home. Implement the Learning with Parents scheme.	personalisation and allow transition from the classroom to home so that learning can be repeated / changed to meet a preferred learning style where children can learn at their own pace.	
Continue to provide group nurture and individualised positive play sessions to support wellbeing for identified children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	3
To enhance play opportunities for all children at lunchtimes through the use of training and support from School Sports Partnership.	The enhancement of play and resources for children at lunchtime – this will have a positive impact on behaviour/attitudes and the experience of all pupils at lunchtime. Research shows that this will then impact on learning.	1
Continue to develop Forest School provision in school across all age groups with specific focused curriculum areas.	Behaviour and well-being has been affected by pupils' lack of access to outdoor space for ALL. Developing behaviour for learning, resilience and self-regulation can improve attainment by up to 7 months. Both targeted interventions and universal approaches can have positive overall effects.	3
Provide a range of strategies to encourage families to engage with school and support their child's learning at home using 'in class' workshops.	The Educational Endowment Foundation (EEF) has found that parental engagement can have a moderate positive effect on children's progress. Our approaches are designed to be relatively low-cost, while maximising impact. They also follow the EEF advice to: provide a flexible approach to fit around parents' schedules.	5

Total budgeted cost: £63,140

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 2025 to 2026 academic year.

Language development across school continues to be a key focus with regard to speech and vocabulary development. Sounds Builder is now embedded. This has also reduced the amount of referrals to the Speech and Language Support Service ensuring that those children referred have significant speech difficulties. Those with significant needs remains high in line with communication and language needs on EHP's and children on the ASD pathway.

Language development for the children in Early Years continues to be driven throughout the curriculum. Staff are better engaged in high-quality interactions with children. Tweak boxes have been introduced to develop language based on children's interests and their direction of learning. Helicopter Stories have been introduced to enhance language use. The children have been observed very clearly explaining key vocabulary. Vocabulary remains a key part of curriculum planning that is shared with parents.

The rigour in phonics continues. There has been a focus on SEND provision for phonics this year. Data is impacted by the high number of SEND children in school, however, children from very low starting points make good progress.

The development of 'The Haven', an inclusive provision that provides a safe learning space rooted in learning, has had high levels of success for our children who are SEND + Pupil Premium. This is to be celebrated. The planned room has been enhanced and now consists of four learning areas including language and communication, semi-formal curriculum 'The Nest', the engagement model 'The Hive' for children make small steps of progress and the 'Rainbow Room' providing sensory breaks to support regulation. This has supported children in maintaining good attendance, being happy in the school environment and subsequently having good impact on their learning.

The Provision Map for intervention has been reviewed and all teachers are engaged in allocating interventions to meet learning needs. This has had the impact of teacher accountability to ensure support provision is not interrupted.

The children have clear responsibilities in Mini Leaders , running lunchtime games, Well-being Warriors, highlighting ways to stay well using SMILERS and School Council, leading projects and promoting children's voice. This enables children to impact on the learning in school.

Breakfast Club continues to be offered free to all Pupil Premium children. The provision ensures that children are ready for learning and in school on time.

Outdoor learning continues to be enhanced to support different areas of the curriculum. Children build skills in team work, independence and resilience which is supportive in approaches to learning.

The school has achieved the BERT (Building Effective Relationships Together) award. Part of the work towards the award has been further developing our Relationships and Sex Education (RSE) provision, further developing positive relationships in the school community and reducing stigma around asking for help and support on sensitive issues, such as body image and online friendships.

We feel very strongly that when children have good friendships and connections with others, it supports their safety, mental health and wellbeing. This then has a positive impact on their ability to take part in lessons and to achieve well in their learning.

Learning with Parents continues to be used throughout school. The Reading Record has been moved to this platform for the whole school and there is increasing uptake on parents using this for sharing learning at home. This enables parents to more easily communicate support of learning at home with the school.

Attendance has continued to be a focus with an increase in attendance and a decrease in persistently absent pupils which is now in line with national data.

Externally provided programmes

Programme	Provider
NELI	Elklan
Sounds Builder	NHS
Learning with Parents	Learning with Parents