# Pupil premium strategy statement – Scholes (Holmfirth) Junior and Infant 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

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| Detail | Data |
| Number of pupils in school | 184 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| 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)** | 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Lisa Pugh |
| Pupil premium lead | Lisa Pugh |
| Governor / Trustee lead | Gill Senior |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £56,940 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **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* | £56,940 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *At Scholes Junior and Infant School, our goal is to create a secure and inclusive environment where every child can flourish and achieve their full potential. We strive to nurture respectful, motivated and resilient individuals who love learning and are well-prepared for the next stage of their lives. Regardless of their background or any barriers they may face, we want all pupils at Scholes Junior and Infant School to benefit from a broad, balanced and enriched curriculum, with high-quality teaching and learning at its core. While not all disadvantaged pupils receive allocated funding, our emphasis on the quality of education is an investment in both our children and staff. We aim to quickly identify any learning barriers and ensure that provisions are thoughtfully planned to address and eliminate them. Our strategy is guided by research, including that of the Education Endowment Foundation and is driven by our school vision and values.* |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Attendance – PP pupils currently have lower attendance than children not in receipt of the PP grant. PP children are more likely to be classed as persistently absent.  |
| 2 | Attainment gaps in reading and writing.  |
| 3 | Weaker speaking and listening skills as well as range of vocabulary impacts on learning.  |
| 4 | Retention of key learning over time results in gaps in knowledge. |
| 5 | Social and emotional needs including emotional resilience impact upon learning.  |

## 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.

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| Intended outcome | Success criteria |
| The attendance gaps will be closed  | PP children match non-PP children with regards to % PA. Attendance amongst PP children will be at least inline with their peers.  |
| Attainment gaps in reading and writing will be closed. | An increase in PP children achieving ARE will increasing closing the gap between PP and non PP.  |
| Weaker speaking and listening skills as well as range of vocabulary means that some PP children impacts on learning.  | Children’s ability to communicate in a developmentally appropriate way will improve. The use of interventions will indicate significant improvement in oracy skills and vocabulary skills for disadvantaged pupils.  |
| Retention of key learning over time results in gaps in knowledge. | Teaching strategies are consistent across school that build stronger working memory through retrieval practice. Monitoring shows children are learning more and remembering more. |
| Social and emotional needs including emotional resilience impact upon learning.  | Children will identify emotions and have stragtgies to communicate and manage these emotions. They will socialise with peers in a developmentally appropriate way. Pupils will have resilience when things go wrong or where there is challenge.  |

## 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: £32,000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Rosenshine Training | [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT](https://www.aft.org/sites/default/files/Rosenshine.pdf) | 4 |
| Phonics Coaching CPD | Phonics + 5 months[Phonics | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2 |
| Ready, Steady, Write English programme | [Research Influences - Ready Steady Write — Literacy Counts — Literacy Counts](https://www.literacycounts.co.uk/blog/research-influencers-ready-steady-write?srsltid=AfmBOoqCB6UY69TND6jO4zn_XD3-XXyKSZtE2n174RP_7IJSCiDLfwSx) | 2 |
| Oracy training delivered by the School Improvement Officer (leadership and teachers) | Oral Language +6 months[Oral language interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 3 |
| SEMH / SEND CPD for teachers and ETAs | Social and emotional learning + 4 months[Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 5 |

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

Budgeted cost: £ *17,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | [Small group tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2 |
| Targeted before school sessions for movement group and phonics | 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:[One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2 |
| Academic interventions delivered daily by qualified teachers | 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:[One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2, 4 |

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

Budgeted cost: £8,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance support – tracking and communication with families | Attendance [Supporting attendance | EEF](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance) | 1 |
| Nurture intervention | Social and emotional learning + 4 months[Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 5 |

**Total budgeted cost: £** *57,000*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:** *Data from the previous academic year’s national assessments and qualifications, once published.*
* *Comparison to local and national averages and outcomes achieved by your school’s non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
* *Information from summative and formative assessments the school has undertaken.*
* *School data and observations used to assess wider issues impacting*

*disadvantaged pupils’ performance, including attendance, behaviour and* *wellbeing**You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.* *If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.* |

## 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.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.* |