

# 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

Detail	Data
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	20.9%
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> )	2025-2026 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lisa Pugh, Headteacher
Pupil premium lead	Lisa Pugh, Headteacher
Governor / Trustee lead	Gill Senior, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,002
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£59,002

# Part A: Pupil premium strategy plan

## Statement of intent

*At Scholes Junior and Infant School, our vision is for every child to develop a lifelong love of learning, feel valued and respected, dream big, and take pride in their achievements. Our Pupil Premium strategy is rooted in these aspirations and guided by our core values of Respect, Resilience and Responsibility.*

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to nurture respectful, motivated, and resilient individuals who are well-prepared for the next stage of their education and life.*

*The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve these goals, including those who are already high attainers. We also consider the challenges faced by vulnerable pupils, such as those with a social worker, ensuring that our approach benefits all learners.*

*High-quality teaching is at the heart of our approach, as research consistently shows this has the greatest impact on closing the attainment gap. Our strategy is guided by evidence from the Education Endowment Foundation and is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions.*

*We believe that every child should have access to a broad, balanced, and enriched curriculum, enabling them to dream big and reach their full potential. To achieve this, we will:*

- Ensure disadvantaged pupils are challenged in the work they're set, fostering ambition and high expectations.*
- Act early to intervene at the point need is identified, removing barriers to learning quickly and effectively.*
- Adopt a whole-school approach, where all staff take responsibility for disadvantaged pupils' outcomes and uphold our vision and values.*
- Provide targeted support, including academic and pastoral interventions.*
- Promote our values of Respect, Resilience, and Responsibility in every aspect of school life, helping pupils to overcome setbacks, take ownership of their learning, and thrive in a supportive environment.*

*Implicit in our intended outcomes is the commitment that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is an investment in both our children and staff, ensuring that every child feels proud of themselves and their achievements.*

## Challenges

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

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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and writing than their peers.
3	Our assessments, classroom observations, and conversations with pupils highlight that many disadvantaged learners experience gaps in vocabulary and limited oral language development. These challenges can be seen from the early years through Key Stage 2 and, overall, tend to be more significant for disadvantaged pupils compared to their peers.
4	Learning behaviours of some pupils eligible for Pupil Premium do not consistently match those of their peers, which can negatively impact engagement and attainment.
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.

Intended outcome	Success criteria
Attendance for pupils eligible for Pupil Premium improves to be at least in line with the attendance of non-disadvantaged peers, and the proportion of Pupil Premium pupils classed as persistently absent is significantly reduced.	<ul style="list-style-type: none"> <li>• Overall attendance for Pupil Premium pupils is at or above 95% (or matches school target).</li> <li>• Persistent absence rate for Pupil Premium pupils decreases term-on-term and is in line with or better than national averages.</li> <li>• Gap between Pupil Premium and non-Pupil Premium attendance narrows significantly compared to baseline.</li> <li>• Early intervention records show timely support for families where attendance concerns arise.</li> </ul>

<p>Disadvantaged pupils at Scholes develop strong reading and writing skills that enable them to access the full curriculum confidently and make progress in line with or above their peers.</p>	<ul style="list-style-type: none"> <li>• Termly assessments show disadvantaged pupils making expected or accelerated progress in reading fluency and comprehension.</li> <li>• Books and writing assessments demonstrate improved vocabulary, sentence structure, and overall quality of written work.</li> <li>• The attainment gap between disadvantaged and non-disadvantaged pupils in reading and writing narrows significantly compared to baseline.</li> </ul>
<p>Disadvantaged pupils develop strong oral language skills and a rich vocabulary, enabling them to communicate confidently, access the curriculum effectively, and make progress in line with or above their peers.</p>	<ul style="list-style-type: none"> <li>• Assessments and classroom work show measurable improvement in vocabulary breadth and usage.</li> <li>• Observations and pupil voice indicate pupils speak confidently in a range of contexts (class discussions, presentations).</li> <li>• The difference in language and vocabulary attainment between disadvantaged and non-disadvantaged pupils narrows significantly compared to baseline.</li> <li>• Targeted language and speech programs demonstrate positive outcomes through pre- and post-intervention data.</li> <li>• Improved oral language supports progress in reading comprehension and writing quality.</li> </ul>
<p>Pupils eligible for Pupil Premium demonstrate positive and consistent learning behaviours that match or exceed those of their peers, leading to improved engagement, resilience, and attainment across all areas of the curriculum.</p>	<ul style="list-style-type: none"> <li>• Improved engagement in lessons: Monitoring shows Pupil Premium pupils are actively participating in class discussions and group work.</li> <li>• Reduction in low-level disruption: Behaviour logs indicate fewer incidents compared to baseline.</li> <li>• Positive attitudes to learning: Pupil voice surveys reflect increased confidence, motivation, and resilience.</li> <li>• Consistent completion of work: Books and assessments show sustained effort and pride in presentation.</li> </ul>
<p>Pupils eligible for Pupil Premium develop strong social and emotional skills, including improved emotional resilience, enabling them to engage positively with learning and overcome challenges confidently.</p>	<ul style="list-style-type: none"> <li>• Improved emotional resilience: Pupil voice surveys and wellbeing assessments show increased confidence in managing setbacks.</li> <li>• Positive relationships: Observations and behaviour records indicate pupils</li> </ul>

	<p>interact respectfully with peers and staff.</p> <ul style="list-style-type: none"> <li>• Reduced anxiety-related barriers: Fewer incidents of withdrawal or avoidance behaviours recorded.</li> <li>• Increased engagement: Pupils demonstrate readiness to learn and participate actively in lessons.</li> <li>• Access to support: Targeted interventions show measurable impact through pre- and post-intervention assessments.</li> </ul>
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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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Coaching CPD	Phonics + 5 months <a href="#">Phonics   EEF</a>	2
Ready, Steady, Write English programme	<a href="#">Research Influences - Ready Steady Write — Literacy Counts — Literacy Counts</a>	2
Reading CPD	<a href="#">Reading comprehension strategies   EEF</a>	2
Oracy CPD	Oral Language +6 months <a href="#">Oral language interventions   EEF</a>	3
SEMH / SEND CPD for teachers and ETAs	Social and emotional learning + 4 months <a href="#">Social and emotional learning   EEF</a>	5
Teaching pedagogy CPD	<a href="#">Feedback   EEF</a> <a href="#">Metacognition and self-regulation   EEF</a>	2

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

Budgeted cost: £ 19,000

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.	<a href="#">Small group tuition   EEF</a>	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: <a href="#">One to one tuition   EEF</a> And in small groups: <a href="#">Small group tuition   EEF</a>	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: <a href="#">One to one tuition   EEF</a> And in small groups: <a href="#">Small group tuition   EEF</a>	2
Lightning Squad reading intervention	<a href="#">FFT Tutoring with the Lightning Squad - trial   EEF</a>	2

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support – tracking and communication with families	Attendance <a href="#">Supporting attendance   EEF</a>	1
Nurture intervention	Social and emotional learning + 4 months	5

	<a href="#">Social and emotional learning   EEF</a>	
Purchase 'The Good Morning Club'	<a href="#">Improving Behaviour in Schools   EEF</a>	4
Routines and learning behaviours CPD	<a href="#">Improving Behaviour in Schools   EEF</a>	4
Early morning soft start approach		1, 5

**Total budgeted cost: £ 60,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*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.*



Attendance Data

2024/25

Attendance Headlines		Year To Date			02 Sep 24	-	18 Jul 25
All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)		
94.8%	94.9%	94.7%	90.7% ●	95.9%	10.2%		

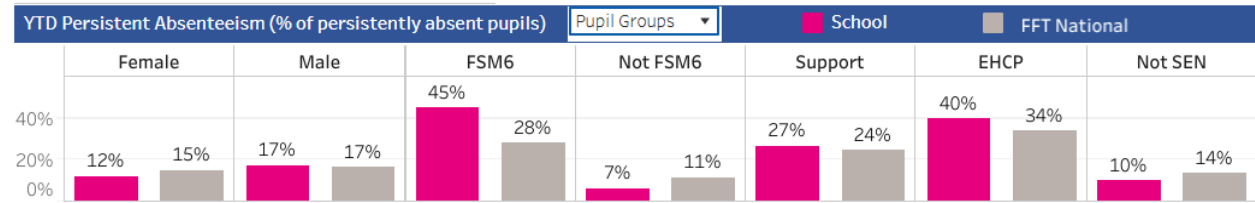
2023/24 'v' 2024/25

Pupil Groups		Comparator: School 2023/24								
		Autumn			Spring			Summer		
		School	School 23/24	Diff.	School	School 23/24	Diff.	School	School 23/24	Diff.
All	All	95.0%	92.3%	● +2.8%	95.5%	94.5%	● +1.0%	93.8%	94.0%	-0.2%
Year Group	Reception	95.5%	94.2%	● +1.3%	95.2%	96.0%	-0.8%	92.5%	95.4%	● -3.0%
	Year 1	95.1%	90.6%	● +4.5%	96.9%	92.9%	● +4.0%	94.8%	91.9%	● +3.0%
	Year 2	94.1%	94.1%	+0.1%	95.9%	97.0%	● -1.1%	95.8%	92.2%	● +3.6%
	Year 3	95.7%	90.8%	● +4.9%	95.0%	92.3%	● +2.7%	92.1%	93.2%	● -1.1%
	Year 4	94.4%	89.5%	● +4.9%	94.7%	92.8%	● +1.9%	92.5%	94.5%	● -2.0%
	Year 5	95.3%	92.3%	● +3.0%	96.8%	95.8%	● +1.0%	94.6%	94.8%	-0.2%
	Year 6	95.1%	95.2%	-0.2%	94.5%	95.6%	● -1.0%	94.7%	95.4%	-0.6%
Gender	Female	95.6%	93.2%	● +2.4%	95.5%	95.3%	+0.2%	93.5%	94.5%	● -1.0%
	Male	94.4%	91.3%	● +3.0%	95.6%	93.7%	● +1.9%	94.2%	93.6%	+0.6%
FSM6	FSM6	91.2%	87.0%	● +4.2%	91.3%	86.4%	● +4.9%	89.4%	89.4%	0.0%
	Not FSM6	96.0%	93.6%	● +2.5%	96.7%	96.6%	+0.2%	95.1%	95.2%	-0.1%

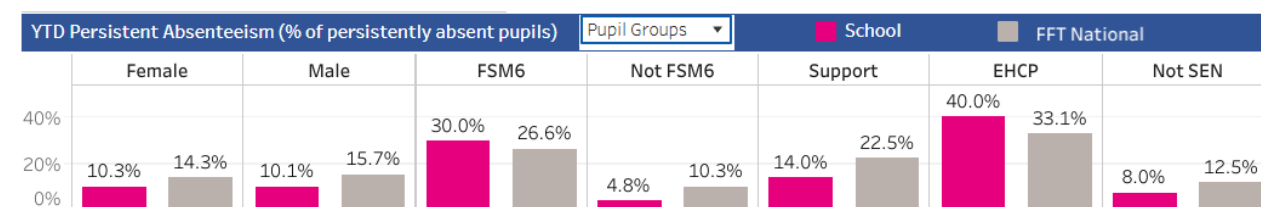
FSM attendance increased from 87% in 2023/24 to 91.2% in 2024/25 but is still below Not FSM.

Persistent Absenteeism

2023/24



2024/25



PA decreased from 45% for FSM pupils in 2023/24 to 30% in 2024/25. Whilst positive, this is still higher than the national average and is higher than not FSM pupils.

## Attainment Data

### EYFS – Good Level of Development

Scholes (Holmfirth) J & I School (2092)

Indicator	Disadvantaged Pupils: Disadvantaged				Not Disadvantaged			
	School		NCER National		School		NCER National	
	Value	Gap	Value	Gap	Value	Gap	Value	Gap
Good level of development <sup>2</sup>	16.7%	-34.8%	51.5%	-72.2%	88.9%	-54.6%	71.3%	
Average no. ELGs at expected level	9.8	-2.4	12.2	-6.9	16.7	-4.6	14.4	
All: At least expected	16.7%	-33.2%	49.9%	-72.2%	88.9%	-53.2%	69.9%	
Prime: At least expected	33.3%	-27.7%	61.0%	-61.1%	94.4%	-44.5%	77.8%	
COM: At least expected	66.7%	-0.7%	67.4%	-33.3%	100.0%	-15.0%	81.7%	
PSE: At least expected	33.3%	-38.9%	72.2%	-61.1%	94.4%	-51.7%	85.0%	
PHY: At least expected	33.3%	-40.8%	74.1%	-66.7%	100.0%	-53.3%	86.6%	
Specific: At least expected	33.3%	-17.7%	51.0%	-55.6%	88.9%	-37.9%	71.2%	
LIT: At least expected	33.3%	-20.3%	53.6%	-55.6%	88.9%	-40.2%	73.5%	
MAT: At least expected	50.0%	-12.8%	62.8%	-44.4%	94.4%	-30.3%	80.3%	
UTW: At least expected	66.7%	-1.1%	67.8%	-33.3%	100.0%	-15.9%	82.6%	
EXP: At least expected	66.7%	-8.9%	75.6%	-33.3%	100.0%	-20.1%	86.8%	

### Year 1 – Phonics Screening Check

Estab. No.	Estab. Name	Cohort	Mark						Outcome					
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	W
-	NCER National	601,000	3.6%	8.1%	3.7%	4.7%	30.1%	49.8%	33.3	-	0.2%	3.4%	16.5%	79.9%
	Disadvantaged	128,180	5.8%	15.4%	5.9%	6.0%	30.7%	36.1%	29.9	-	-	5.4%	27.3%	66.8%
	Non Disadvantaged	449,460	3.0%	6.2%	3.2%	4.3%	30.0%	53.3%	34.2	-	-	2.9%	13.7%	83.3%
	Unknown	23,360	2.7%	5.5%	2.7%	4.1%	28.5%	56.7%	34.7	-	-	2.5%	12.2%	85.1%
-	Local Authority	4,910	3.6%	7.7%	3.6%	4.8%	31.7%	48.7%	33.5	0.0%	0.3%	3.3%	16.0%	80.4%
	Disadvantaged	1,036	4.5%	14.6%	4.8%	5.6%	35.1%	35.3%	30.5	0.0%	0.3%	4.2%	25.0%	70.5%
	Non Disadvantaged	3,874	3.4%	5.8%	3.2%	4.5%	30.8%	52.3%	34.3	0.0%	0.3%	3.1%	13.6%	83.1%
2092	Scholes (Holmfirth) J & I School	25	0.0%	4.0%	4.0%	12.0%	40.0%	40.0%	33.4	0.0%	0.0%	0.0%	20.0%	80.0%
	Disadvantaged	5	0.0%	20.0%	0.0%	20.0%	40.0%	20.0%	26.6	0.0%	0.0%	0.0%	40.0%	60.0%
	Non Disadvantaged	20	0.0%	0.0%	5.0%	10.0%	40.0%	45.0%	35.0	0.0%	0.0%	0.0%	15.0%	85.0%

## Year 6 – SATs

Scholes (Holmfirth) J & I School (2092)

\*Cohort Size

Indicator	Disadvantaged Pupils: Disadvantaged				Not Disadvantaged			
	School (5)*	NCER National (201,020)*		Value	School (27)*	NCER National (427,680)*		Value
		Gap	Value			Gap	Value	
Reading Exp+	80.0%	+ 16.3pp	63.7%		+ 9.6pp	70.4%	- 1.2pp	81.2%
Maths Exp+	80.0%	+ 19.1pp	60.9%		+ 17.0pp	63.0%	- 0.8pp	80.8%
GPS Exp+	80.0%	+ 19.8pp	60.2%		+ 9.6pp	70.4%	+ 0.9pp	79.1%
Writing TA EXS+	80.0%	+ 20.3pp	59.7%		+ 5.9pp	74.1%	+ 1.4pp	78.6%
Reading High SS	0.0%	- 21.5pp	21.5%		- 37.0pp	37.0%	- 39.3pp	39.3%
Maths High SS	0.0%	- 15.2pp	15.2%		- 25.9pp	25.9%	- 31.8pp	31.8%
GPS High SS	0.0%	- 18.8pp	18.8%		- 22.2pp	22.2%	- 35.0pp	35.0%
Writing TA GDS	0.0%	- 6.6pp	6.6%		- 3.7pp	3.7%	- 15.8pp	15.8%

DA pupils performed higher than Not DA pupils in reading, writing, maths and GPS.

No DA pupils achieved the higher standard.

## 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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*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.*