



Pupil premium strategy statement

Scholes (Holmfirth) Junior and Infant School

This statement details our school's use of pupil premium (and recovery 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 (As of Spring 23)
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Andrew Hancox
Pupil premium lead	Andrew Hancox
Governor / Trustee lead	Martin Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,476
Recovery premium funding allocation this academic year	£5,800
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£67,276

Part A: Pupil premium strategy plan

Statement of intent

Using the EEF Guide to Pupil premium research as a guide, we provide a tiered approach to supporting our disadvantaged pupils and any other pupils who need additional support:

1. High quality teaching: Every child has the right to first wave quality teaching, and we invest heavily in our teachers and support staff to ensure this is at the core of our school for all pupils. Every lesson is taught by a qualified teacher.
2. Targeted academic support: we use our catch-up fund and recovery money to fund four highly trained teachers to work outside their allocated hours for targeted support in reading and maths in KS1 and KS2. To ensure the right children receive effective support, these groups are flexible and aim to achieve small incremental steps of progress towards filling known gaps in learning. The focus is on what has been learnt and remembered. These groups are closely aligned to classroom teaching and the curriculum.
3. Wider strategies: we have a very clear and understood behaviour policy underpinned by our agreed school values – kindness, independence, nurturing and determination. An unhappy child is unable to learn and thrive so great care is taken and planning is in place to support pupils’ emotional needs by establishing an emotionally aware school community and providing bespoke wellbeing support for specific pupils and their families. Each child’s wellbeing is checked daily using the Zones of Regulation and all issues are followed up appropriately developing secure and trusted relationships with adults throughout school.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations show that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations especially in reading and writing.

2	Assessments and observations show that on entry into Reception Class, pupils are coming into school with under-developed oral language skills and vocabulary gap. This is most prevalent amongst our disadvantaged pupils when compared to that of non-disadvantaged pupils. This negatively impacts on their ability to communicate, their social skills and subsequently on their learning of phonics and early reading.
3	There has been a rise in the number of disadvantaged pupils with SEND coming into Reception Class without accurate assessments. This impacts on the school's ability to meet their needs on entry and so delays their progress.
4	KS1 SATs results and EYFS results have been lower than average for the past couple of years. This has meant that there needs to be a large amount of additional intervention put in place for these year groups.

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
Improved outcomes in reading and writing.	KS2 reading and writing outcomes for 2022/2023 show an improvement in the % of disadvantaged children who achieve in line with non-disadvantaged.
Improved oral and language skills	Children's ability to communicate in a developmentally appropriate way will improve. The use of interventions will indicate significant improvement in oral language and vocabulary skills for disadvantaged pupils. This will be evident during engagement in lessons and ongoing formative assessment.
Improved pre-school provision and transition for children with SEND.	Early identification and collaborative working will ensure that the needs of disadvantaged children with SEND on entry to school are met. Outcomes for these children will improve.
Improved use of interventions in KS1 and EYFS	A greater proportion of pupils will meet the standards for then end of EYFS and KS1 ready for their next stages in learning.

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: £ 23,031.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to a DfE validated Systematic Synthetic Phonics programme (Phonics Bug) to secure stronger phonics teaching for all pupils.</p> <p>Ongoing training for all staff and release time for English lead with phonics responsibility</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p>Key member of staff in EYFS/KS1 with language acquisition skills for disadvantaged/SEND pupils.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources as appropriate and fund ongoing staff training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>

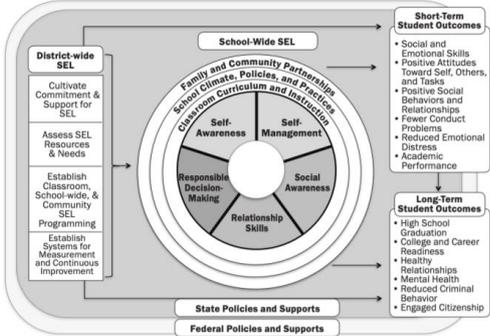
Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,222.96

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.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Targeted before school sessions for movement, reading and writing.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
Recruitment of a skilled member of staff to support disadvantaged/SEND children in EYFS/KS1.	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 (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4

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

Budgeted cost: £ 14,666.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working with Local Authority and Early Years providers to improve communication and transition into school for children with SEND.</p>	<p>Early identification of SEND Successful transition for disabled children and children with SEND has its foundation in good practice for all children.</p> <p>https://www.foundationyears.org.uk/files/2015/06/Section-10-Transitions.pdf</p>	<p>3, 4</p>
<p>Provision of a Family Support worker and Wellbeing Support. Community support - Step-by-Step events</p>	 <p>https://educationendowmentfoundation.org.uk/public/files/Social and Emotional Learning Evidence Review.pdf</p>	<p>1, 3, 4</p>
<p>Educational visits (including residential visits) or voluntary contribution to the overall costs. Milk provision.</p>		<p>1</p>
<p>Music specialist to provide orchestra tuition. Before-school movement group.</p>		<p>1</p>
<p>Playleader and playbuddy training for Years 6 and 2, School Council Child-led clubs.</p>		<p>1, 4</p>

Total budgeted cost: £ 64,921.20

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 2021 to 2022 academic year.

Throughout 2021/22 we based our actions on our catch-up plan and on findings from the EEF research to best maximise pupil attainment and progress whilst sustaining their social and emotional development and recovery from the pandemic.

We were able to sustain high quality teaching by investing in our teachers and support staff with further training on reading, phonics, maths mastery, language acquisition and safeguarding. Our offer of prioritising pupil wellbeing was continued with the introduction of a family support role to ensure positive relationships gained during the pandemic are sustained. This has continued to be a vital service for not only many of our pupil premium pupils in school, but many others.

The school continues to support our Pupil Premium families for any cost-based events - this has meant no pupil is left in a position where they are unable to access any activities or support. Having a dedicated member of staff to act as family support and having the space in school to facilitate this means pupils can access intervention when needed and get back to class to continue their learning as quickly as possible. Lost learning time is reduced to a minimum.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a

What was the impact of that spending on service pupil premium eligible pupils?	n/a
--	-----