

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The statement relates to 2024-25, the third year of the three year plan.

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
School name	Scholes (Elmet) Primary
Number of pupils in school	331 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers	2022-23, 2023-24, 2024-25
Date this statement was published	first published 14.10.22 updated 27.11.23, 11.10.24
Date on which it will be reviewed	Final review: November 2025
Statement authorised by	David Roundtree
Pupil premium lead	Karen Hague
Governor lead	Nolan Keep

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£55,750

Part A: Pupil premium strategy plan

Statement of intent

We want our school to be a happy and healthy place to learn for every child, including those who may be socially disadvantaged.

'Happy and healthy' (including positive mental health) because we can't learn effectively without these basic needs being met. 'To learn' because we want our children to be confident in themselves so they can realise their potential.

We use pupil premium funding to help us meet this aim.

In our approach to planning and executing this strategy, we follow key principles that we believe can maximise the impact of our pupil premium spending:

High expectations

We firmly believe in all children: no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High quality provision

Good quality teaching is key to good progress and attainment. We continue to ensure that all pupils receive good teaching. We ensure consistent application of key elements of teaching and learning such as planning, feedback and assessment. We provide high quality professional development for all staff.

Emphasis on basic skills

High standards in English and mathematics can only be achieved if our children are confident and competent in basic skills and knowledge, such as reading age-appropriate texts fluently and having number fact fluency (a rapid recall of number facts, including times tables). Our emphasis on basic skills may be in the form of direct teaching and additional support, or may be indirect through improving attendance, behaviour or access to resources and support.

Broad and balanced curriculum

Pupils access the very broadest opportunities across all subjects. This includes providing or subsidising rich cultural experiences and building up pupils' 'cultural capital'.

Knowing our children

Pupils eligible for pupil premium funding are not always socially disadvantaged or at risk of underachievement. Some potentially higher attaining pupils need challenge to make sure they don't under-achieve. Likewise, there are pupils who may be vulnerable but who are not in receipt of pupil premium funding – we use the funding to support pupils with identified needs.

Collaboration

We adopt a whole school approach: all relevant staff are involved in identifying pupils in need and the barriers to their learning. We work across Sphere Federation to share ideas and to challenge each other on the impact of strategies.

Early intervention

High quality provision in the Early Years Foundation Stage with a strong emphasis on oracy and characteristics of effective learning builds a strong foundation for subsequent success in Key Stages 1 and 2.

There are key processes in place as we formulate and execute this strategy:

Evaluation

We review how effective our previous strategy was. The last two years has seen disruption caused by the coronavirus, making it hard to reliably measure impact. Before the pandemic, however, we were increasingly confident that the strategies we had developed were successful. To support our evaluations, we seek the views of external consultants.

Identifying barriers to learning

Pupils can experience many barriers to their learning. We identify these barriers and set out ways to overcome them as much as we can. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

Use of assessment

We acknowledge the importance of assessment as a basis for planning provision including additional support and challenge. Assessment data is analysed each term in order to evaluate the performance of all pupils, including consideration of pupils selected for support using pupil premium funding where this can be evaluated in terms of quantitative outcomes.

Provision

Children are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. We take a flexible approach and therefore plans set out here may sometimes vary to meet an individual's need, if a specific or immediate one becomes more apparent.

Consideration of evidence

We refer to research and evidence when considering the actions we take to address barriers to learning. The [Education Endowment Foundation's Teaching and Learning Toolkit](#) is central to this. (Reference to this is made below, using 'EEF' abbreviation.) For example, evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils – that's why we invest a significant amount in continuing professional development.

Challenges

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

Challenge number	Detail of challenge
1	Previous limited progress and current lower attainment, which has been exacerbated by Covid lockdowns.
2	Limited oral language skills, which slow down progress in reading and writing (and increasingly research indicates other subjects, too).
3	From time to time, due to social and/or emotional circumstances, some individuals are at risk of disengaging at an early age from education, not being ready for secondary school and not fulfilling their long-term potential.
4	Limited life and cultural experiences, which for some of our pupils restricts understanding of some curriculum areas.

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
Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that disadvantaged pupils make accelerated progress and increase attainment.	All pupils make at least expected progress in Reading, Writing and Maths. At least 90% pupils reach at least the expected standard in Reading, Writing and Maths.
Improved oral language skills for pupils identified as needing the support.	The progress made by children receiving speech and language support in Early Years Foundation Stage is rapid, particularly in Communication and Language.
Through greater social and emotional support, selected children are more ready and able to learn .	All children chosen for additional support make rapid progress in Reading, Writing and Maths. Where applicable, improved attendance.
Even greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits / experiences.	Pupil feedback indicates enriched learning experiences. Teacher observation confirms positive attitude.

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: £40,697 (supplemented where necessary and appropriate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher for mornings to facilitate effective, smaller and single-age Maths classes, and in the Y5,6 phase for Reading	Internal assessment shows the very positive impact this has had since its adoption. EEF evidence: although evidence indicates that smaller classes can lead to just 2 months' progress, it also indicates 5 months' extra progress can be made through a mastery approach and 6 months' through feedback, which is made easier and more effective in single-age classes.	1
Individual and small-group interventions to support and challenge pupils appropriately, with particular focus on those pupils at early of stages of reading and writing. 2023-24 update: 2022-23 end of year assessments show that we must provide additional support for the Y3 and Y4 cohorts: attainment here is lower than in other year groups, perhaps due to disruption in Reception and Y1, meaning some children may not be secure with key learning.	Children who keep up or catch up on specific gaps in their learning are more able to at least reach age-related expectations. EEF evidence relates to various aspects: individualised instruction (4 months' extra progress impact); one-to-one tuition (5 months); small group tuition 4 months); reading comprehension strategies (6 months)' teaching assistant interventions (4 months).	1
Subsidise leadership costs to free up senior leaders to plan and deliver CPD and to monitor / evaluate impact.	<i>'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.'</i> (DfE, 2021)	1, 2

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

Budgeted cost: £6,133 (supplemented where necessary and appropriate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After-school additional learning sessions. 2023-24 update: 2022-23 end of year assessments show that we must provide additional support for the Y3 and Y4 cohorts: attainment here is lower than in other year groups, perhaps due to disruption in Reception and Y1, meaning some children may not be secure with key learning.</p>	<p>Proven track record of positive impact in-house, with the majority of targeted pupils having reached age-related expectations. EEF evidence: 6 months' extra progress can be made by reading comprehension strategies; 4 months' extra progress can be made using small group tuition.</p>	<p>1</p>
<p>Invest in speech and language therapy.</p>	<p>Our past experience indicates that this has a positive impact on selected children's communication skills. EEF evidence: 6 months' extra progress can be made through oral language interventions.</p>	<p>2</p>
<p>Invest in NumBots and Times Tables Rock Stars.</p>	<p>We have limited in-house evidence around the long-term impact of this because we began to invest just before the pandemic. EEF evidence: 5 months' extra progress can be made through effective homework.</p>	<p>1</p>
<p>IDL, an online reading and spelling programme.</p>	<p>EEF evidence: 5 months' extra progress can be made through effective phonics.</p>	<p>1</p>

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

Budgeted cost: £8,920 (supplemented where necessary and appropriate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in local extended services and inclusion partnerships.	Our past experience is that these partnerships have been instrumental in sustaining engagement or re-engaging individuals at risk of not fulfilling their potential. EEF evidence: those involved in social and emotional support can make 4 months' extra progress.	3
Children across school participate in a variety of funded experiences, which may include theatre visits, music lessons, after-school clubs, residential. This will include subsidised visits to art galleries / sculpture park as part of the curriculum this year.	Previous activity in this area evidences pupil enjoyment and engagement in learning: <i>'I've never been to the theatre before. I will be able to tell the story to my aunty when I get home. (Y1 pupil following a trip to the theatre)'</i> . EEF evidence: those who participate in the arts can make 3 months' extra progress.	4
We're mindful of the cost of living crisis and see an impact on children and families. We may need to divert funding towards some family support.	Maslow's hierarchy of needs indicates a child can't learn successfully if basic physiological needs aren't satisfied.	3,4

Total budgeted cost: £55,750 (supplemented where necessary and appropriate)

Part B: Review of the previous academic year(s)

Outcomes for disadvantaged pupils

For further evaluative notes for 2022-23 and 2023-24 actions, refer to the previous plans.

Pupil outcomes

Below is a review of outcomes for pupils across three years: 2022-23, 2023-24 and 2024-25.

There are two reasons why we present the data as a three-year review:

1. Numbers of pupils eligible for pupil premium are small. To ensure that pupils can't be identified, we have not included data for the very small numbers in any particular year group.
2. This is the third and final year of a three-year plan.

Caution: 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.

Key Stage 2 SATs: Proportions reaching expected standard (%)

	school (disadvantaged)	school (all)	Leeds local authority (all pupils)	national (all)	national (disadvantaged)	school disadvantaged compared to local authority	school disadvantaged compared to national	school disadvantaged compared to national disadvantaged
	based on 19 pupils across three years	based on average of each year's proportions				comparisons		
Reading	58	76	72	74	62	-14	-16	-4
Writing	53	81	69	72	59	-16	-19	-6
Maths	68	77	73	74	60	-5	-6	+8
RWM combined	42	67	59	61	46	-17	-19	-4

Just under one third of the 19 pupils had special educational needs.

Outcomes in Maths are more encouraging than in Reading and Writing.

Year 4 Multiplication Tables Check

	school (disadvantaged)	school (all)	Leeds local authority (all pupils)	national (all)	national (disadvantaged)	school disadvantaged compared to local authority	school disadvantaged compared to national	school disadvantaged compared to national disadvantaged
	based on 14 pupils across three years	based on 131 pupils across three years		based on average of the 2023, 2024 and 2025 average scores		comparisons		
average score (out of 25)	16.5	22.7	(not available)	20.6	18.8	(not available)	-3.7	-1.9

Outcomes for disadvantaged pupils in each year have remained steady, with a narrow range of 16.4 to 16.6. In each year, there are some strong results: 5 out of the 14 pupils achieved full marks. Where there are particularly low scores, pupils had special educational needs.

Year 1 Phonics Screening Check: Proportions reaching expected standard (32+ /40)

	school (disadvantaged)	school (all)	Leeds local authority (all pupils)	national (all)	national (disadvantaged)	school disadvantaged compared to local authority	school disadvantaged compared to national	school disadvantaged compared to national disadvantaged
	based on 12 pupils across three years	based on average of each year's proportions			comparisons			
% achieving 32+ (out of 40)	100	98	79	80	67	+21	+20	+33

All of the disadvantaged pupils achieved 32 or greater in the assessment. Overall, the average score for disadvantaged pupils is 37.3 out of 40.

Early Years: Proportions reaching Good Level of Development (GLD)

	school (disadvantaged)	school (all)	Leeds local authority (all pupils)	national (all)	national (disadvantaged)	school disadvantaged compared to local authority	school disadvantaged compared to national	school disadvantaged compared to national disadvantaged
	based on 16 pupils across three years	based on average of each year's proportions			comparisons			
% achieving 32+ (out of 40)	75	76	64	68	52	+11	+7	+23

A higher than national proportion reach a good level of development at the end of Reception. This is a result of strong Early Years provision at Scholes (Elmet) Primary, judged to be outstanding by Ofsted (May 2024).

Internal assessments: Progress and attainment

Below is a review of progress for pupils in 2024-25.

This internal analysis measures progress from previous starting points:

- for children in Key Stage 1, we have compared attainment in July 2025 with attainment at the end of Reception year (or, if new to school, from attainment on joining school)
- for children in Key Stage 2, we have compared attainment in July 2025 with attainment at the end of Key Stage 1 (ie the end of Year 2) (and similarly, if new to school, from attainment on joining)

Caution: 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.

In 2023-24, there were 32 pupils in this group.

Reading:

- 94% made at least expected progress, including 31% making more rapid progress
- 66% reached age-related standards or higher

Writing

- 94% made at least expected progress, including 13% making more rapid progress
- 50% reached age-related standards or higher

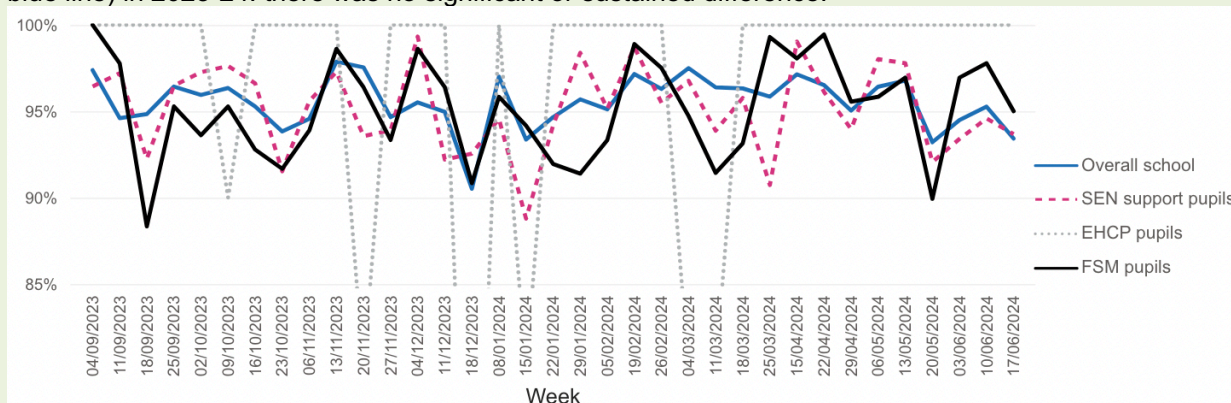
Maths

- 97% made at least expected progress, including 28% making more rapid progress
- 69% reached age-related standards or higher

It's encouraging to see high proportions making at least expected progress. However, more will have to make rapid progress in order to reach age-related standards.

Attendance

The 2024 Pupil Premium Strategy review demonstrated that attendance of pupils on Free School Meals (solid black line) matched the overall school figure (solid blue line) in 2023-24: there was no significant or sustained difference.



The picture remains positive for 2024-25 attendance:

	Scholes (Elmet) Primary	similar schools	comparison
all pupils	96.2%	96.2%	=
pupils with free school meals	94.1%	92.7%	+1.4
pupils with no free school meals	96.5%	96.4%	+0.1

However, early indications are that 2025-26 figures may not be as positive and therefore attendance will be a priority.

Behaviour and attitudes

Our monitoring of behaviour shows that behaviour is good: disadvantaged pupils' behaviour is in line to that of non-disadvantaged peers.

'Pupils' behaviour and attitudes towards their learning are good. They show high levels of respect to adults and to one another.'

- Ofsted, 2024

There is an increase in the number of children with lower thresholds for managing emotions leading to dysregulation. This is from a very low starting point so numbers are low, and there is a link to Special Educational Needs and Disabilities. However, we need to consider this in the 2025-28 strategy.

Personal development

Trips and visits

We enrich our curriculum with trips and visits. As well as provide valuable learning experiences, they help to develop our pupils' life experiences, supporting their personal development. The trips and visits are mapped out across Reception, Key Stage 1 and Key Stage 2 – see our [Topic Curriculum Guide](#). Without voluntary contributions from parents/carers, supplemented by pupil premium funding when appropriate/available, these trips and visits would not take place.

Like all provision, we evaluate the effectiveness of the programme of trips and visits. In Summer 2025, after completing the first full cycle of school visits, teachers were invited to provide feedback. They were asked to give each trip a numerical rating and to explain the reasoning behind their score. Teachers also commented on the booking process, which is managed by administrative staff across the schools.

Analysis of the responses showed that most trips offered pupils a strong and valuable learning experience. The feedback also highlighted a small number of lower-rated trips, enabling us to either replace them or make targeted improvements.

'I enjoyed Yorkshire Sculpture Park because it had lots of vibrant sculptures inspired by the beauty of nature.' - Year 6 pupil

'I enjoyed our trip to Magna because it was fun. We had to stay safe, too. My favourite part was the air section.' - Year 4 pupil

After-school clubs

We offer a range of after-school clubs to all children. These clubs are free of charge to children in receipt of pupil premium. We target these families by contacting them prior to each term to remind them of our offer. In 2024-25, 64% of pupil premium children attended at least one after-school club (an increase from the previous year).

'I like to learn new dances at Wake Up Shake Up club. It's healthy because you do lots of exercise.' - Year 3 pupil

'Art club is really fun because we get to use different media. It's nice to be creative and make new friends.' - Year 4 pupil

Roles and responsibilities

Children in Years 5 and 6 have the opportunity to apply for a 'job' around school. Children fill out an application form, have an interview and then receive training and support to help them carry out their role and give back to the school community. Disadvantaged children are specifically targeted and supported to do this in order to widen their life experiences. In 2024-25, 31% of disadvantaged children (a decrease from the previous year) in Years 5 and 6 held a job around school.

The roles included librarians, KS1 play leaders, community ambassadors, school support assistants, hall monitors and journalists.

'Being a Community Ambassador is good because we help keep the local community free of rubbish - sometimes we find interesting things.' - Year 5 pupil

'I like being a School Journalist because our articles are posted to the website to keep people informed about news in school.' - Year 5 pupil

'this [is a] happy and kind community. Warm relationships between staff and pupils reflect the school's ethos, 'a happy and healthy place to learn'. Pupils are courteous to each other and to those visiting their school. They have a strong sense of acceptance of others...Pupils learn to be respectful and tolerant, about good relationships and what is right or wrong through their 'Living and Learning' curriculum.'

- Ofsted, 2024

(All children's quotes here are from pupils eligible for pupil premium funding.)