Pupil premium strategy statement

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	309 (plus 23 in Nursery)
Proportion (%) of pupil premium eligible pupils	12.6% as a percentage of YR-Y6 (39 children)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	David Roundtree
Pupil premium lead	Karen Hague
Governor / Trustee lead	Inclusion Team

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,585
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£58,585

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 socioeconomically 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. *Although these principles serve to raise the achievement of disadvantaged pupils, they are also intended to improve attainment and progress for non-disadvantaged peers, ensuring no pupil is left behind.*

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.

Strong leadership
Curriculum leaders play an essential role in driving and developing a culture of learning, teaching and inclusive practice. These leaders are supported by senior leaders to secure even greater impact at all levels, always seeking better ways to develop really effective teaching.

High quality teaching
High quality teaching will always be the greatest lever we have to improve outcomes: really effective teaching is key to strong progress and attainment. A comprehensive programme of professional development supports the development of staff subject knowledge and the quality of teaching and learning in the classroom. This ensures that all pupils benefit from good teaching with consistent application of key elements of teaching and learning such as planning, feedback and assessment.

Strong foundations
High standards in English and mathematics can only be achieved if our children have strong foundations: 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 strong foundations 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.

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.

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.

Identifying barriers to learning
Pupils can experience many barriers to their learning. We know our children well and know barriers to learning they may face. We set out ways to overcome them as much as we can.

Social and emotional learning
We want our pupils to be equipped with personal and social skills: self-awareness and self-management skills; social awareness and relationship skills; and the ability to make responsible decisions. These are important life skills, so our pupils can feel happy and healthy now and as citizens of the future. Our Living and Learning provision includes Social and Emotional Learning (SEL), which aims to develop these skills, and we're keen to develop this more.

Extra-curricular activities
Disadvantaged pupils are targeted for extracurricular activities. Engagement in after-school clubs, trips and visits can help pupils (and their families) feel more engaged with school and learning. Our current choice in after-school activity plays a role in sustaining high attendance.

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.
Other evidence we use includes Using pupil premium: guidance for school leaders (DfE, 2025) and Initial Teacher Training and Early Career Framework (DfE, 2024) – while the latter relates to training and induction periods at the start of a teacher's career, the principles set out serve as strong evidence, as does its lists of references.
We also consider internal evidence, such as that of previous actions and their impact.

Use of assessment
We understand 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 who may be socioeconomically disadvantaged.

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.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are at risk of not achieving as well as their non-disadvantaged peers because they do not as quickly or securely develop strong foundations in Reading, Writing and Maths
2	There has been a significant increase in the complexity and amount of pupils with emotional and behavioural challenges
3	Pupils' poor language and communication skills on entry to school significantly impact the acquisition of skills and knowledge across the curriculum
4	For some individuals, lower attendance than their peers is a barrier to achievement

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
Sustaining high quality teaching which always features effective pedagogy, including, for example, pace and purpose, practice, participation.	- All classes have in place high quality teaching, evidenced in lesson visits and other regular monitoring
In Early Years, pupils who are disadvantaged have strong foundations for learning	- Pupils achieve a Good Level of Development at the end of Early Years - Where they do not, there is a clear context and the individual(s) are making rapid progress to catch up
Pupils who are disadvantaged securely grasp key knowledge and skills for them to achieve in Reading, Writing and Maths	- In the Phonics Screening Check, all pupils achieve above the threshold unless there is a specific cause such as a special educational need - In the Multiplication Tables Check, the mean score for pupils who are disadvantaged is at least in line with overall national outcomes - In handwriting, all pupils achieve above the threshold unless there is a specific cause such as a special educational need - A series of other checks are put in place which are closely monitored for all relevant children, including those who are disadvantaged

In Key Stage 2, pupils who are disadvantaged are ready for their next stage in their education	- Pupils who are disadvantaged reach at least Expected Standard in Reading, Writing and Maths - Where they do not, there is evidence that pupils' individual needs have been met and that the child has made progress
Improved social and emotional skills	- Additional social and emotional learning is embedded for all pupils - Leaders are able to talk about greater awareness of social and emotional skills: self-awareness and self-management skills; social awareness and relationship skills; and the ability to make responsible decisions - Individual children access support to improve their social and emotional skills - The take-up rate for pupils who are disadvantaged engaging in extra-curricular clubs at least matches proportions in school - Pupil voice reflects that school provision is a happy and healthy place: they can talk about their experiences and articulate how this will/has led to positive change
Sustaining good attendance for pupils who are disadvantaged	- Attendance of pupils who are disadvantaged remains at least in line with figures for school, local authority and national - There is clear improvement in attendance for those who are persistently absent, and numbers who are persistently absent are kept at a minimum

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: £29,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD Design, deliver and implement a professional development programme delivered by curriculum leaders, which covers subject knowledge and effective pedagogy, and which prioritises disadvantaged learners, learners with SEND, learners who are very quiet, and any others who may face particular, individual barriers.	Tailoring instructional strategies through adaptive teaching can enhance learning outcomes by addressing individual needs and thus secure more rapid progress. Professional development should have a focus on improving and evaluating pupil outcomes; and should be underpinned by evidence and expertise; and include collaboration and expert challenges. It should also be sustained over time. **EEF evidence toolkit:** - Individualised instruction **EEF evidence guidance report:** - Effective professional development **DfE evidence:** - Standards for Teachers Professional Development	1, 2, 3
Leadership CPD Invest in middle leaders' professional development to ensure the needs of all pupils are met, including disadvantaged learners' accelerated progress	We know that a leadership environment that is supportive and developmental is conducive to effective practice. **EEF evidence guidance reports:** - Putting evidence to work - A school's guide to effective implementation - SEND in mainstream schools **Education management and school leadership evidence:** - The importance of middle leadership in school improvement (Sage Journals, 2023, p267-p525)	1, 3
Leadership time Release curriculum leaders from full-time teaching to ensure teachers and support staff have effective pedagogical skills and sound subject	High expectations, strong leadership, and high quality teaching are clear priorities in our Statement of Intent (see above).	1, 3

knowledge, enabling teaching and learning which very effectively features aspects of good practice, including reading comprehension strategies; feedback; and mastery. Leadership time used to provide professional development, curriculum planning support, and for monitoring provision and outcomes.	Evidence indicates that effective teaching is the most important lever schools have to improve outcomes for their pupils, particularly the most disadvantaged. **EEF evidence toolkit:** - Reading comprehension strategies - Feedback - Mastery **DfE evidence:** - High quality teaching of English and maths - Initial Teacher Training and early Career Framework (in particular, sections relating to Standards 1 – 5)	

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

Budgeted cost: £15,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND provision Develop capacity of SEND team by enabling more time out of class to assure high quality targeted support across the school	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making sufficient progress across the spectrum of achievement. **EEF evidence toolkit:** - Teaching assistant interventions **EEF evidence guidance report:** Deployment of Teaching Assistants	1, 3
Interventions in school Carry out individual and small group interventions to support and challenge pupils appropriately	Children who keep up or catch up on specific gaps in their learning are more able to reach or exceed age-related expectations. **EEF evidence toolkit:** - Reading comprehension strategies - Small group tuition	1, 3
After school tuition Provide after-school additional learning sessions	Proven track record of positive impact in-house, with the majority of targeted pupils having reached age-related expectations. **EEF evidence toolkit:** - Reading comprehension strategies - Small group tuition	1, 3
Home learning Continue to invest in NumBots and Times Tables Rock Stars as a key part of homework	Pupil outcomes in the Multiplication Tables Check across four years (2022 - 2025) are higher than national figures (in terms of both average score and proportion achieving 25/25). **EEF evidence toolkit:** - Homework	1

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

Budgeted cost: £13,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional learning Invest in leadership time to devise a scheme to support pupils to develop their physical skills and mental health through taught sessions ("Feelings First') which focus on social and emotional skills: self-awareness and self-management skills; social awareness and relationship skills; and the ability to make responsible decisions. Subsequently, invest in leadership time to monitor the sessions and explore impact.	Children saw their social and emotional skills adversely affected due to the pandemic and lockdowns and we're still experiencing the impact of this. **EEF evidence toolkit:** - Social and emotional learning **EEF evidence guidance report:** Improving Social and Emotional Learning in Primary Schools	2, 4
School environment / resources Develop a space for targeted academic support, pastoral support and recreational activities and/or resources for children to use at playtimes	We want to help children use and apply their social and emotional learning in small group spaces where they can feel comfortable, where children can go to calm down or engage in group activities to develop relationships. **EEF evidence toolkit:** - Social and emotional learning **EEF evidence guidance report:** Improving Social and Emotional Learning in Primary Schools	2, 4
Partnerships 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 toolkit:** - Social and emotional learning **EEF evidence guidance report:** Improving Social and Emotional Learning in Primary Schools	2, 4

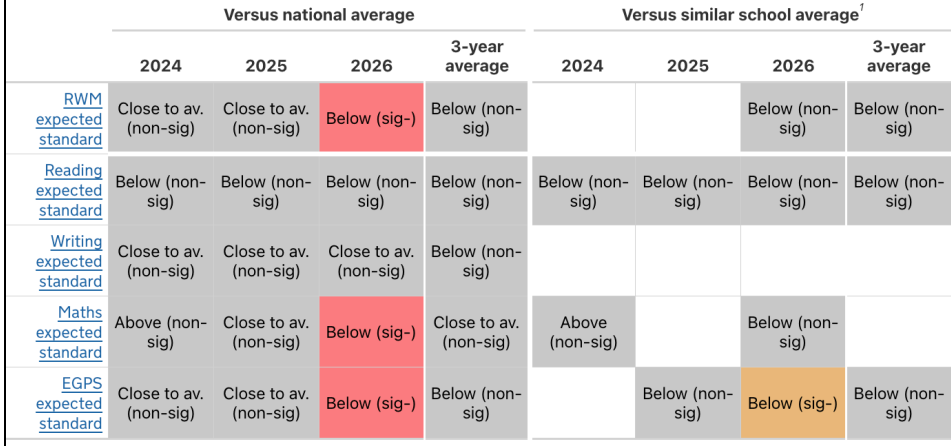
Total budgeted cost: £58,585

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below is a review of 2025-26, the first of a three-year strategy.

Intended outcome	Success criteria	
Sustaining high quality teaching which always features effective pedagogy, including, for example, pace and purpose, practice, participation.	- All classes have in place high quality teaching, evidenced in lesson visits and other regular monitoring	With reference to Ofsted's State-funded school inspection toolkit, we self-evaluate Curriculum and Teaching in 2025-26 as being at expected standards. The work we are doing around Teacher CPD, particularly from 2026-27, aims to move towards strong standards by developing even more effective pedagogy, and which prioritises disadvantaged learners, learners with SEND, learners who are very quiet, and any others who may face particular, individual barriers.
In Early Years, pupils who are disadvantaged have strong foundations for learning	- Pupils achieve a Good Level of Development at the end of Early Years - Where they do not, there is a clear context and the individual(s) are making rapid progress to catch up	The key measure to review outcomes in Early Years is % of pupils who reach a Good Level of Development. When numbers of disadvantaged pupils are low, this is a hard measure to draw conclusions and to review publicly due to data protection. However, where pupils did not reach a Good Level of Development, there was a clear context and/or the pupils were making rapid progress to catch up.
Pupils who are disadvantaged securely grasp key knowledge and skills for them to achieve in Reading, Writing and Maths	- In the Phonics Screening Check, all pupils achieve above the threshold unless there is a specific cause such as a special educational need - In the Multiplication Tables Check, the mean score for pupils who are disadvantaged is at least in line with overall national outcomes - In handwriting, all pupils achieve above the threshold unless there is a specific cause such as a special educational need	The key measure to review the Phonics Screening Check is % of pupils who reach a threshold. When numbers of disadvantaged pupils are low, this is a hard measure to draw conclusions and to review publicly due to data protection. However, where pupils did not pass the check, there was a clear context and/or the pupils were making rapid progress to catch up. The Multiplication Tables Check is out of 25. The national average scores were 20.6 (2024) and 21.0 (2025). (The 2026 national average was not available at the time of this review.) In school, the 2025-26 average was 23.8. The average for disadvantaged pupils was 24.0. This is above the whole cohort average in 2025 and the national averages in 2024 and 2025.

<table>
<tr><td></td><td>- A series of other checks are put in place which are closely monitored for all relevant children, including those who are disadvantaged</td><td>The majority of pupils across school are beginning to show improvements in their handwriting, a reflection of the refreshed teaching strategies and sequences in place. However, the initial outcomes are somewhat inconsistent.</td></tr>
<tr><td>In Key Stage 2, pupils who are disadvantaged are ready for their next stage in their education</td><td>- Pupils who are disadvantaged reach at least Expected Standard in Reading, Writing and Maths
- Where they do not, there is evidence that pupils' individual needs have been met and that the child has made progress</td><td>The table below is taken from the Inspection Data Summary Report for Scholes (Elmet) Primary.
It summarises school performance of the disadvantaged pupil group compared to national and to similar schools disadvantaged pupil group.

<table>
<tr><th></th><th colspan="4">Versus national average</th><th colspan="4">Versus similar school average[1]</th></tr>
<tr><th></th><th>2024</th><th>2025</th><th>2026</th><th>3-year average</th><th>2024</th><th>2025</th><th>2026</th><th>3-year average</th></tr>
<tr><td>RWM expected standard</td><td>Close to av. (non-sig)</td><td>Close to av. (non-sig)</td><td>Below (sig-)</td><td>Below (non-sig)</td><td></td><td></td><td>Below (non-sig)</td><td>Below (non-sig)</td></tr>
<tr><td>Reading expected standard</td><td>Below (non-sig)</td><td>Below (non-sig)</td><td>Below (non-sig)</td><td>Below (non-sig)</td><td>Below (non-sig)</td><td>Below (non-sig)</td><td>Below (non-sig)</td><td>Below (non-sig)</td></tr>
<tr><td>Writing expected standard</td><td>Close to av. (non-sig)</td><td>Close to av. (non-sig)</td><td>Close to av. (non-sig)</td><td>Below (non-sig)</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Maths expected standard</td><td>Above (non-sig)</td><td>Close to av. (non-sig)</td><td>Below (sig-)</td><td>Close to av. (non-sig)</td><td>Above (non-sig)</td><td></td><td>Below (non-sig)</td><td></td></tr>
<tr><td>EGPS expected standard</td><td>Close to av. (non-sig)</td><td>Close to av. (non-sig)</td><td>Below (sig-)</td><td>Below (non-sig)</td><td></td><td>Below (non-sig)</td><td>Below (sig-)</td><td>Below (non-sig)</td></tr>
</table>
[1] Only "above" and "below" bandings are displayed.
Across the last three years, there were a total of 22 disadvantaged pupils, with 6 to 8 pupils in each of the years. The 3-year averages (circled) provide a better measure than looking at individual years because the averages balance out fluctuations across years due to low pupil numbers.</td></tr>
<tr><td>Improved social and emotional skills</td><td>- Additional social and emotional learning is embedded for all pupils
- Leaders are able to talk about greater awareness of social and emotional skills: self-awareness and self-management skills; social awareness and relationship</td><td>In 2025-26, additional social and emotional learning was put in place for all pupils: Feelings First are short, weekly sessions forming part of the overall Living and Learning universal offer. It will take some time to draw any evaluative conclusions but early indicators suggest there is greater awareness of social and emotional skills.
Older pupils told us they would like to consider the emotion of grief as part of their social and emotional learning. In 2026-27, this emotion has been included in the Feelings First schedule. We also plan to extend</td></tr>
</table>

	skills; and the ability to make responsible decisions - Individual children access support to improve their social and emotional skills - The take-up rate for pupils who are disadvantaged engaging in extra-curricular clubs at least matches proportions in school - Pupil voice reflects that school provision is a happy and healthy place: they can talk about their experiences and articulate how this will/has led to positive change	Feelings First to half-termly assemblies which review and consolidate Flings First learning. Some individual pupils access support to improve their social and emotional skills. Numbers are small, but these pupils appear to benefit from their regular 'check-ins'. In 2026-27, we are introducing an online survey of pupils in Key Stage 2 to assess more directly their opinions about school being a happy and healthy place.
Sustaining good attendance for pupils who are disadvantaged	- Attendance of pupils who are disadvantaged remains at least in line with figures for school, local authority and national - There is clear improvement in attendance for those who are persistently absent, and numbers who are persistently absent are kept at a minimum	In 2025-26, disadvantaged pupils at Scholes (Elmet) Primary had overall absence of 11.5%. This has increased from 6.3% in 2024/25. This is 7.4% points higher than the national non-disadvantaged cohort at 4.1%; this difference gap has increased from +1.1% in 2024/25 to +7.4% in 2025/26. This is due to ??? (Source: Perspective Lite)

Externally provided programmes

We did not use the pupil premium to fund any externally sourced programmes.