

Pupil premium strategy statement – Holmfirth High 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	1335
Proportion (%) of pupil premium eligible pupils	217 - 16.3%
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	B Stitchman
Pupil premium lead	R Beatson
Governor / Trustee lead	A Waldron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£233,275

Part A: Pupil premium strategy plan

Statement of intent

High Quality Teaching

Our priority is to ensure all students, including disadvantaged students, have access to high-quality teaching during every period and on every day at Holmfirth High School. This is achieved through consistently delivering a curriculum based on high expectations and challenge for all students. We maintain that our high expectations have a significant impact on the progress made by all students and particularly for our disadvantaged cohort. We invest time and effort in making sure the curriculum adapts and evolves, based on the needs of all learners, so that all students are well prepared for future success.

We focus staff CPD on the '7 Principles of Teaching and Learning', which are evidence-based strategies shown to drive engagement and progress. We believe that a strong focus on techniques such as independent practice, modelling and scaffolding, and high-quality assessment & feedback are essential in driving progress with all students, and particularly our disadvantaged cohort. We prioritise pride and presentation with all work and insist on excellence from all students. We carefully monitor teaching and learning across the academic year, and ensure disadvantaged students are a focal point of every monitoring visit from SLT and Heads of Department.

Targeted Intervention

Robust tracking systems monitor the progress of all students throughout the academic year, enabling swift implementation of targeted academic support when needed. We encourage staff to use seating plans strategically to gain a clear understanding of the needs of disadvantaged students and to take proactive steps to prevent learning gaps from developing. If gaps do emerge, staff are expected to act promptly and implement a clear plan to help students get back on track. The support students receive outside of the classroom is varied and tailored to specifically benefit the students most at risk of underachieving. Support encompasses both academic development – for example, through reading interventions – and wellbeing needs, including tailored mentoring sessions with designated staff members.

Attendance and Cultural Capital

We recognise the importance of high attendance to school, and we ensure the strategies used to target attendance are multifaceted and wide reaching. We have a strong attendance plan in place which looks to support and encourage learners at different levels of attendance with more bespoke support for young people with the greatest need. We will continue to take every opportunity to re-enforce our message with both parents/carers and pupils. We believe in high standards of personal development and have created an extensive curriculum of opportunities for all students. We focus on building a true cultural capital experience for students, which provides them with opportunities that might not be available to them outside of school. We have a cultural capital entitlement that ensures our disadvantaged cohort can experience a broad range of events and trips across key stages. Involvement is tracked and cultural capital survey data is used by subject areas to target pupils for department events and to continually review our cultural capital offer.

Challenges

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

Challenge number	Detail of challenge
1	Achievement While overall achievement across the school is strong, outcomes for disadvantaged students remain comparatively lower than non-disadvantaged students. In 2024-25 the attainment 8 for disadvantaged students was 40.6, compared with 58.47 for all Y11 students. Students who were both PP and SEND had a lower attainment 8 score at 28.30.
2	Attendance Post-pandemic attendance to school remains an issue for all students, particularly disadvantaged students. Data shows the attendance of our disadvantaged students is lower than non-disadvantaged students. In 2024-25, FFT data showed that FSM6 students had an attendance of 84.7%, compared with 95.3% for non-FSM6 students. Students who are both FSM6 and SEND had an attendance of 77.6%.
3	Punctuality to lessons Our observations indicate that disadvantaged students often demonstrate lower levels of punctuality compared to their non-disadvantaged peers. This trend is particularly noticeable after break times and during lesson changeovers. Of the 25 students who regularly find it challenging to arrive to lessons on time, 15 are from the disadvantaged cohort. Attendance data also shows 54.3% of persistently late students are pupil premium students.
4	Responding to challenge in lessons A smaller proportion of disadvantaged students have reported feeling challenged in lessons compared to their non-disadvantaged peers. Work scrutiny indicates that some disadvantaged students produce fewer extended responses in certain subject areas.
5	Social and emotional wellbeing Previously, disadvantaged students have attended fewer cultural capital events and House competitions than non-disadvantaged students. Last academic year disadvantaged students engaged with an average of 5.68 cultural capital events, compared with 6.18 for non-disadvantaged students. Attendance was a contributing factor to this lower figure.

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.

Number	Intended outcome	Success criteria
1	Continue to improve GCSE attainment	Attainment 8 figures show sustained improvement for disadvantaged students, reducing the gap between disadvantaged and non-disadvantaged cohorts.
2	Continue to improve attendance	Whole-school attendance rates increase, with a reduction in persistent absence and a narrowing of the attendance gap for disadvantaged students.
3	Improve punctuality and attendance to lessons	Fewer students delay transition between lessons, and the number of late marks decreases significantly over the academic year.
4	Ensure all students are challenged and make excellent progress within subject areas	Teaching and Learning monitoring focuses on students who are at risk of underachieving. Evidence shows they make strong progress across subjects. Staff can clearly articulate each disadvantaged student's progress and the targeted interventions in place where needed.
5	Increase involvement in cultural capital events	Disadvantaged students participate more frequently in enrichment and cultural capital opportunities. Pupil voice and survey data show increased engagement and improved enjoyment of school life.

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: £150,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuously delivering high-quality teaching and learning	Ensuring all school leaders consistently demonstrate the behaviours that underpin the successful implementation of teaching and learning initiatives, driving sustained progress for disadvantaged (PP) students. EEF A School's Guide to Implementation	1,2,3,4,5
Challenging students with high-quality assessments and providing meaningful feedback	Training staff on how to provide purposeful, effective and timely feedback. Using teaching and learning monitoring to ensure all students, including disadvantaged students, are responding to and learning from feedback. EEF Teacher Feedback to Improve Pupil Learning	1,5
Continued professional development of teachers	Embedding the school's 7 Principles of Teaching and Learning in all staff CPD to ensure consistently high-quality instruction that benefits all students, particularly those who are disadvantaged. EEF Effective Professional Development Guidance Report	1,5

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

Budgeted cost: £24,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention	Improving reading ages of Y7 students who are below age-related expectations in reading. EEF Improving Literacy in Secondary Schools	1,5
KS4 targeted mentoring sessions	Using group workshops, assemblies and 1-1 mentoring to raise aspirations and attainment at KS4. EEF Selecting Interventions	1,2,3,5
Y11 extended school time	Extend core learning time through structured programmes that are curriculum-linked and delivered by well-qualified staff to maximise impact on learning. EEF Extended School Time	1,4

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

Budgeted cost: £58,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting students with attendance	Building a holistic understanding of pupils and families and promoting the importance of attendance to school will encourage students to take ownership of their attendance. EEF Supporting School Attendance, Reflection and Planning Tool	2,3
Supporting students with attending cultural capital events	Using data to identify students at risk of missing out on opportunities and using targeted strategies to enable wider participation rates across the disadvantaged cohort. Participation in such events has a positive impact on wellbeing. EEF Arts Participation EEF Physical Activity	4

Total budgeted cost: £233,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment: The average total attainment 8 for disadvantaged students was 40.6, compared with 34.9 nationally, and 58.47 for all Y11 students at Holmfirth High School. Students who were both PP and SEND had an even lower attainment 8 than PP students alone. One of the biggest barriers for this cohort was attendance. 6/33 Y11 disadvantaged students sat either no exams or a reduced number of exams, which impacted overall PP attainment. If these 6 students are removed from the data, attainment 8 increases to 48.5. This is an increase on the previous academic year and shows the focus on raising attainment with this cohort of students is working.

Academic Year	PP Attainment 8	Attainment 8 – all students
2024/25	40.60	58.47
2023/24	41.74	55.24

Attendance: The average attendance of FSM6 students was 84.7%, compared with 95.3% for non-FSM6 students. Nationally, FSM6 student attendance was at 86.2% showing a -1.5% difference. The FSM6 students who showed the weakest attendance were in Y9, Y10 and Y11. Even though attendance still requires work, FSM6 attendance had improved by 0.6% since the previous academic year. Attendance will continue to be a priority moving forwards into next year.

Academic Year	Overall FSM6 attendance %	Y11 FSM6 attendance %
2024/25	84.7	81.2
2023/24	84.1	82.0

Teaching & Learning: Almost all students reported they felt staff expected them to do well at school, but 4% fewer disadvantaged students reported they felt challenged by work at school. We will continue to insist on the highest quality of teaching and learning within the classroom and use CPD to drive our key principles of teaching and learning.

Cultural capital and wellbeing: In the last academic year's pupil survey 91% of disadvantaged students reported they feel able to take part in extracurricular trips, compared with 96% of non-disadvantaged students. Looking at tracking data, disadvantaged students engaged with an average of 5.68 cultural capital events, compared with 6.18 for non-disadvantaged students. Supporting disadvantaged students to access and fully engage in cultural capital experiences will continue to be a focus as we move into next year.

In the pupil survey, 75% of disadvantaged students reported they enjoy school, whereas 81% of non-disadvantaged students reported the same answer. Ensuring disadvantaged students enjoy coming to school is essential in boosting attendance and will also remain as a focus for next academic year. 94% of all students reported they knew who to talk to if worried or unhappy, showing a strong pastoral system which is available to all students.