



**Scapegoat Hill and  
Linthwaite Clough Federation  
(SLCF – Shared Learning Community)**

**Pupil Premium Strategy  
for Scapegoat Hill  
2021-22**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Scapegoat Hill J&I School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	December 21
Date on which it will be reviewed	April 22
Statement authorised by	Nikki Barker
Pupil premium lead	Nikki Barker
Governor / Trustee lead	Louise Dowling

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9975
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10475

## Pupil premium strategy plan – Scapegoat Hill School

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds can tend to underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential. We also ensure that pupil premium children who are high achievers have a broad curriculum to ensure equality of cultural capital.

The Government has used pupils entitled to free school meals (FSM), looked after children (LAC) and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. At Scapegoat Hill and Linthwaite Clough Federation, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment

### Intent

Across the SLC Federation, we believe that each child has the right to achieve their full potential regardless of their background and individual circumstance. We aim to ensure barriers to children making good or above progress should be quickly identified and address. We are ambitious for our children, ensuring children's aspirations are raised and opportunities are provided for each unique child to thrive in a rich and inclusive environment. Pupil premium funding represent less than 3% of our funding and this statement sets out how we have decided to spend the fund in order to achieve our aim.

### Challenges

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

Challenge number	Detail of challenge
1	SEMH / Behaviour incidents
2	Lack of confidence
3	Ability of parents to give support at home / Parental engagement
4	Missed learning and gaps

## 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 mental health and wellbeing	Children will report they are happier and feeling safe Observations and outcomes will identify the children who are making good or better progress than expected
Families will be supported with electronic devices when and where appropriate	Online homework and tasks sorted. Increased parental engagement Feedback shows improved attendance at Parent Teacher conferences and open-door policy encourages improved communication
Children feel as much a part of the school community as non-pupil premium children	Children have developed the confidence to voice their opinions and know that they are being listened to. Children know they are valued and feel respected alongside their peers and by the whole school community Through observation it is evident that the school's vision and values are being upheld

## 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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation towards CPD for wellbeing– Emotion Coaching Zones of regulation Time given for all staff to attend training	Published books <a href="https://www.emotioncoachinguk.com/">https://www.emotioncoachinguk.com/</a> <a href="https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/345/Emotion-Coaching-guide-for-teachers-SHARE.PDF">https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/345/Emotion-Coaching-guide-for-teachers-SHARE.PDF</a> Emotion Coaching with Children and Young People in Schools: Promoting Positive Behaviour, Wellbeing and Resilience Paperback – 19 Aug 2021 by <a href="#">Louise Gilbert</a> (Author), <a href="#">Licette Gus</a> (Author), <a href="#">Janet Rose</a> (Author), <a href="#">John Gottman</a> (Foreword)	1 2 4

SLCF vision: To be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child.

## Targeted academic support

(For example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support given from all staff for 'buddy chats, mentoring and reading intervention	Education Endowment Foundation's research into best use of ETAs <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1 2 3 4

**Total budgeted cost: £8900**

### 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
SCARF	Coram life education
Discovery Education Espresso	Discovery Education
Achievement for All	Education Endowment Fund (no longer available)

SLCF vision: To be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child.

## 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 2020 to 2021 academic year.

The table below details the impact our pupil premium spending had on the outcomes of children for 2020-21. We have used teacher assessment, observations, discussions with staff, children and families, and wellbeing assessment, to identify areas of impact and success.

Activity	Impact/effectiveness	Challenge worked towards
<p><b>Remote learning</b> Support in home (remote) learning during lockdown Our bespoke home (remote) learning package ensured we catered for a wide range of circumstances for all our families. These included Access to tech Time available to support children's learning Bereavement Parents knowledge and skills development</p>	<p>The impact of our home learning was evidenced by the quality of outcomes from children; results from parental surveys; feedback and attendance at online sessions as daily work returned by the children; assessment once children returned to school.</p> <p>We believe the children were supported through</p> <ul style="list-style-type: none"> <li>• Twice daily online sessions</li> <li>• Production of paper packs</li> <li>• The provision of equipment from tech to pencils</li> <li>• Maintaining a broad curriculum</li> <li>• Developing ways to provide confident, creative learning sessions</li> <li>• Maintaining contact with parents through dedicated year group email addresses.</li> <li>• Including wellbeing session in the daily curriculum</li> </ul>	<p>1 2 3 4</p>
<p><b>Educational Visits</b> Every child in school to have taken part in a visit before the end of 2021</p> <p>The whole Federation worked to ensure every child had the opportunity to take part in an educational visit, related to their topic area by the end of July 2021</p>	<p>Evidence of the success of this came from parental feedback, children's outcomes on work produced as a result of the visit. Improved wellbeing reported by parents and staff.</p> <p><a href="https://www.lotc.org.uk/what-where-why/why/">https://www.lotc.org.uk/what-where-why/why/</a></p> <p>Researched by the LOtCC</p> <p>Federation vision and values were reinforced. Aspirations of the children considered. The visits re-motivated children and addressed social inequality that had widened due to COVID and lockdown.</p>	<p>1 4 3</p>

<p><b>Personal development</b> Ensuring children continue to develop their characteristics of effective learning through opportunities to maintain active learning in a rich, inclusive environment.</p> <p>The creation of a new outdoor area for KS1 and careful planning with bubbles to provision rich provision.</p>	<p>Children developed problem solving skills and resilience across the whole curriculum through a broad and balanced provision</p> <p>Observations, parent teacher conferences, parental feedback, teacher assessment provided evidence of children's development and progress.</p> <p>Children physical development improved through extended outdoor provision and continuous provision for KS1. Evidenced through observation, PE provision and feedback from dance teacher</p>	<p>1 2 3 4</p>
---	--	----------------------------

SLCF vision: To be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child.