



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

**Pupil Premium Strategy  
for Scapegoat Hill**

2022 - 23

## 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 and I School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 23
Date this statement was published	December 22
Date on which it will be reviewed	April 23
Statement authorised by	Nikki Barker
Pupil premium lead	Nikki Barker
Governor / Trustee lead	Rob Whitehouse

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,600
Recovery premium funding allocation this academic year	£2000
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	£13,600

## 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. However, we carefully plan interventions so that as many children benefit as possible.

### Intent

Across 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 9% 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: £ 13,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher/practitioner CPD, developing quality First teaching and the graduated	<p><i>The EEF Guide to the Pupil Premium - Autumn 2021:</i>  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p><i>Feedback:</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><i>Professional Development:</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a></p>	1 2 3 4
Support for education Visit and events to improve cultural capital	<p>Staffing for supporting groups of children at events and educational visits</p> <p><a href="https://www.lotc.org.uk/">https://www.lotc.org.uk/</a></p> <p>Council for Learning Outside the Classroom has a wealth of evidence that shows the benefits of children being engaged in their learning if this is done in the most appropriate learning environment</p>	1 2 4
Resources for Zones of Regulation	<p><a href="https://zonesofregulation.com/resources.html">https://zonesofregulation.com/resources.html</a></p>	1 2
Staff time for workshops and phonics CPD for parents	<p><a href="https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/primary-revision">https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/primary-revision</a></p> <p>Workshops have proved invaluable to parents that say that feel much better equipped to support children's early reading and phonics at home.</p> <p>Access to online books through phonics Bug Club</p>	3

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: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fire Station Shout Programme	Long running programme, by West Yorkshire Fire Service. Encourages children to 'have a good', builds confidence and self esteem.  <a href="https://www.westyorkshire.gov.uk/young-people/youth-interventions">https://www.westyorkshire.gov.uk/young-people/youth-interventions</a>	1 2 3 4

**Total budgeted cost: £ 11,600**

**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
Raising attainment with wellbeing	Teaching Times
Zones of Regulation	<a href="https://zonesofregulation.com/index.html">https://zonesofregulation.com/index.html</a>
Charanga music programme	Kirklees Musica

## 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.

The table below details the impact our pupil premium spending had on the outcomes of children for 2021-22. 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
<b>Zones of regulation</b>	Each class have dedicated displays, areas in classrooms where children can explore emotions and feeling. Develop strategies to deal with unexpected emotions or feelings of anger and dysregulation. The children, throughout school, have a better understanding of emotions and ability to discuss their feelings. Circle times have contributed to peer support in classes and the playground. Quick identification of children who maybe feeling upset, tired, anxious etc, at the beginning of the day has enabled staff to put into place instant interventions so children are ready to learn as soon as they can be.	1 2 3 4
<b>Educational Visits</b> Every child in school to have taken part in a visit before the end of 2021  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	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.  <a href="https://www.lotc.org.uk/what-where-why/why/">https://www.lotc.org.uk/what-where-why/why/</a>  Researched by the LOtCC  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.	1 4 3
<b>Personal development</b> Ensuring children continue to develop their characteristics of effective learning through opportunities to maintain	Children developed problem solving skills and resilience across the whole curriculum through a broad and balances provision	1 2 3 4

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<p>active learning in a rich, inclusive environment.</p>	<p>Observations, parent teacher conferences, parental feedback, teacher assessment provided evidence of children's development and progress.</p>	
<p>The creation of a new outdoor area for KS1 and careful planning with bubbles to provision rich provision.</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>	