

Pupil premium strategy statement – Scapegoat Hill Junior and Infant School

School overview

Detail	Data
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	11.25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24
Date this statement was published	November 23
Date on which it will be reviewed	April 24
Statement authorised by	Nikki Barker
Pupil premium lead	Nikki Barker
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,640
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£13,640

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy has a single important thread running through it:

To improve outcomes and life experiences for all children regardless of their social, economic background and ability.

A review of our current pupil premium policy evidenced which of our strategies were effectively working towards improving outcomes for disadvantaged children; especially those with SEND. These include:

- Improving high quality teaching
- Ensuring staff have high expectations of all children, regardless of their ability
- Making effective assessment of the needs of children for quick intervention
- Having a rich, ambitious curriculum that allows for cultural development and experiences beyond the school gates
- To prioritise wellbeing and mental health to ensure all children are in the right place to learn the minute they come into school
- Having a whole school approach to 'Shaping a Learning Culture' for all members of our school community
- Engaging with the wider community and families to ensure the home-school relationships are not only supportive but bring in the skills and inspiration from a breadth of local people

The activities in this statement are also intended to support the needs of vulnerable children, regardless of whether they are disadvantaged or not.

Pupil premium and phonics

Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.

It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	The wellbeing of our families is a priority due to the impact this has on attendance and readiness to learn
2	Children's development and progress in reading and phonics
3	Gaps in knowledge and skills

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
Working closely with the Kirklees Keeping in Mind (MHST) and Senior Mental Health Lead, families can access a range of support both in school and with our parent and community worker, to get the best support to keep them health both physically and mentally	<p>Children use Zones of Regulation effectively to identify their emotions.</p> <p>Children observed to self-regulate more easily and quickly</p> <p>Less disruption in the classrooms</p> <p>Progress core evidence improvement in concentration and readiness to learn</p>
<p>Children make good or better progress in reading</p> <p>Children are observed to choose books that are from a wide range of authors</p> <p>Children talk of enjoying reading</p>	<p>Parent teacher discussions show parents have seen an increased interest in their child wanting to read.</p> <p>Internal tracking evidences a rise in progress scores and achievements</p> <p>SATs at KS1 and KS2 are equal to or better than national and local figures</p>
Teachers and support staff continue to develop their understanding and effective use of Quality First Teaching and adaptations in class.	Observations and internal assessment show children are making increased progress and keeping up with their peers

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: £ 2187

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coffee mornings and individual referrals to educational practitioners to work with children with low to moderate mood concerns	https://kirklees-keep-in-mind.nhs.uk/ Research and evidence from Heads meetings Kirklees wide project	1
Introduction of guided reading sessions with Pearson's books and resources	EEF improving reading in schools DFE reading framework Regional English Hub	2

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

Budgeted cost: £ 11,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff deployed effectively by teachers to complete interventions under the guidance or supervision of the class teacher	EEF effective use of teaching assistants	1, 2, 3

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

Budgeted cost: £ nil

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build close, professional relationships with our families that allows for school to become a safe place to talk and share issues and struggles of families	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151	1

Total budgeted cost: £ 13,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged children are making expected progress either in line or better than their non-disadvantaged peers.

100% of disadvantaged children attend educational visits and the year 6 residential.

Children from disadvantaged backgrounds, whose attendance has been poor, are now coming into school regularly and showing progress.

Close working relationships are providing high levels of engagement. Almost 100% attendance at parent's evenings and high attendance at events such as phonics workshops, class assemblies and fairs.