

## Pupil premium strategy statement – Scapegoat Hill Junior and Infant 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	76
Proportion (%) of pupil premium eligible pupils	11%
Academic year that our current pupil premium strategy plan covers	2024 to 2025
Date this statement was published	31 <sup>st</sup> December
Date on which it will be reviewed	1 <sup>st</sup> April 2025
Statement authorised by	Natalie Shackleton – Head of School
Pupil premium lead	Natalie Shackleton – Head of School
Governor / Trustee lead	Matthew Pinder – lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,535
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£12,535

## Part A: Pupil premium strategy plan

### Statement of intent

Our pupil premium strategy aims to ensure that all pupils, regardless of their background or the challenges they face, make significant progress and achieve high attainment across all subject areas. We are particularly focused on supporting disadvantaged pupils in overcoming barriers to success, while also fostering continued excellence among those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, including those with a social worker and young carers. The activities outlined in this statement are designed to address their needs, irrespective of whether they are classified as disadvantaged.

Inclusive, high-quality teaching is central to our approach, with a particular focus on the areas where disadvantaged pupils need the most support. Research shows this approach has the greatest impact on closing the attainment gap while also benefiting non-disadvantaged pupils. Embedded in the intended outcomes detailed below is our commitment to sustaining and improving the attainment of non-disadvantaged pupils alongside the progress of their disadvantaged peers.

We will also implement a whole-school approach where all staff take responsibility for the outcomes of disadvantaged pupils and hold high expectations for their achievements, undergoing relevant training where appropriate.

Our strategy will also continue to address areas where additional support is needed for pupils whose education and well-being were impacted by the COVID-19 pandemic.

Our approach is rooted in robust diagnostic assessments, focusing on common challenges and individual needs rather than assumptions about the impact of disadvantage. The strategies we have adopted work together to help pupils excel. To ensure their effectiveness, we will:

- Challenge disadvantaged pupils with the work they are set, ensuring high expectations.
- Intervene early to address needs as soon as they are identified.
- Implement a whole-school approach where all staff take responsibility for the outcomes of disadvantaged pupils and hold high expectations for their achievements.

### Challenges

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

Challenge number	Detail of challenge
1	The disadvantaged cohort's overall absence has increased by 8.2% from 7.7% in 2022/23, to 15.9% in 2023/24. Persistent absence in the school is at 50% for disadvantaged pupils compared to 33.4% of disadvantaged pupils nationally.
2	In the 2024 Key Stage 1 SATs, 0% of disadvantaged pupils met the expected standard in writing. Internal and statutory assessments further reveal that disadvantaged pupils face greater barriers

	to developing effective writing skills compared to their non-disadvantaged peers. To address this disparity, we are committed to building a stronger writing culture across the school, ensuring every child has the opportunity to succeed and thrive in this essential skill.
3	Our assessments, observations, and discussions with pupils and families have highlighted significant social and emotional challenges for some pupils. These issues, exacerbated by the impact of the pandemic and a lack of enrichment and personal development opportunities, are particularly affecting disadvantaged pupils, including their attainment.
4	In Key Stage 2 SATs, 0% of disadvantaged pupils met the greater depth standard in reading, writing and maths compared to 10% of pupils nationally. There needs to be higher expectations across school to enable pupil including those who are disadvantaged to reach the greater depth standard in reading, writing in maths.

### 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <p>Ensuring that the percentage of sessions recorded as an absence for disadvantaged pupils in school is less than the national percentage of 10.7%.</p> <p>To ensure the number of disadvantaged pupils who are persistently absent is less than the national that are persistently absent which is 33.4%.</p> <p>Internal and statutory assessments evidence improved outcomes for pupil.</p>
To improve outcomes in writing across school by focusing on the following areas: punctuation, vocabulary development, grammar and sentence structure and editing and reviewing.	<p>Children demonstrate accurate grammar through writing and speaking activities and employ a variety of sentence types. They punctuate their writing with precision, including experimenting with more advanced punctuation, such as semi-colons and brackets, by the end of Key Stage 2.</p> <p>Additionally, they use a broad and precise vocabulary while developing effective editing and reviewing strategies to refine their work.</p> <p>To support this, all staff engage in continuous professional development, ensuring that writing is taught progressively and effectively across the school.</p> <p>Internal and statutory assessments evidence improved outcomes for pupil.</p>
Improve the quality of social and emotional (SEL) learning.	A senior mental health lead is appointed and a plan is created to develop, implement and sustain a whole school approach to mental health and wellbeing, tailored to the setting's need.

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>My Happy Mind sessions are timetabled across the school, complemented by additional sessions from the SCARF resources, to support the effective delivery of the statutory PSHE curriculum.</p> <p>Pupil demonstrate improved learning behaviours and are able to articulate approaches they can use when faced with personal and academic challenges.</p> <p>Internal and statutory assessments evidence improved outcomes for pupil.</p>
<p>To increase the number of disadvantaged pupils achieving the greater depth standard in combined reading, writing and maths statutory assessments.</p>	<p><b>Maths:</b> Evidence in children’s books demonstrates engagement and mastery of further reasoning and problem-solving activities aligned with the White Rose Scheme of Learning. White Rose Infinity+ scores demonstrate mastery of maths topics and evidence of the greater depth standard.</p> <p><b>Oracy:</b> A carefully sequenced oracy curriculum, detailing oracy knowledge and progression, has been written and implemented across year groups.</p> <p><b>Reading:</b> The BoomReader parent app provides evidence that children are completing meaningful reading at home, supported by the school’s approach to teaching fluency and comprehension.</p> <p>Children’s workbooks for reading fluency and comprehension reflect high expectations, ensuring they develop the skills needed to read effectively for both pleasure and understanding.</p> <p><b>Writing:</b> A comprehensive policy for teaching writing has been written and implemented, supporting the development of effective writing skills across the school.</p> <p>Lessons and children’s workbooks consistently show that both teachers and pupils understand the criteria required for achieving the greater depth standard in writing.</p> <p>Internal and statutory assessments evidence improved outcomes for pupil.</p>

### 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: £7735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explicitly teach the social and emotional aspects of learning in a weekly timetabled session and as part of whole school assemblies.	Recommendations from research for the explicit teaching of the social and emotional aspects of learning are implemented using documents such as, <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1,2,3 and 4
Rosenshine 's principles of instruction are implemented across the school to enhance the quality of teaching and learning, ensuring consistent and effective instructional practices that support pupil progress.	<a href="#">Rosenshine's 17 Principles of Effective Instruction - TeacherToolkit</a>  Regular CPD for all staff, supported by Tom Sherrington's resources including 'Teacher Walk Thrus'.	1,3,4
Reading and phonics training for parents	Increased reading at home (EEF Toolkit) Increased confidence and skills in phonics of parents/carers when hearing their child read at home.	1,4
Purchase of standardised diagnostic assessments in reading.  Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	4,2
Enhancement of our mathematics' teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access White Rose CPD (including training on Teaching for Mastery).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1,4
SEND CPD from Kirklees CCIN team (Complex communication and interactive difficulties).	SEND pupils make accelerated progress. SEND pupils are at least in-line with all other pupils nationally. <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>  <a href="#">Teacher Handbook: SEND   Whole School SEND</a>	1,2,3,4

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for disadvantaged pupils within lessons to ensure progress is not hindered by a lack of understanding/ concentration/ equipment or other barriers to learning	Pupils provided with, the opportunity to access high quality targeted support and intervention programmes with qualified staff, make increased progress. (EEF Toolkit: Interventions)	1,2,3,4
Weekly, small group sessions and with ETA for disadvantaged pupils.	Extra support provided for pupils increases current attainment and leads to enhanced progress. <a href="#">Small group tuition   EEF</a>	1,2,3,4
Small group, greater depth mathematics intervention weekly - targeting most able pupils.	This progress is helping to narrow the gap between disadvantaged pupils (PP) and their non-disadvantaged peers working at greater depth in maths at Key Stage 2.  <a href="#">EEF   Early Mathematics</a>  <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	1,3,4
Phonics intervention, 1:1, small group, during and after-school groups (as part of Homework Club) for children in Year EYFS and Key Stage 1.	Pupils make accelerated progress, ensuring they achieve outcomes at least in line with their peers nationally. Learning gaps are effectively addressed, supported by strategies such as those outlined in the EEF Toolkit for Phonics, which shows an average impact of +4 months on progress.	1,2,3,4
Homework club – Weekly after school club offered to all pupils. Small group intervention provided as there are two sessions run by class teachers – Reception	Pupils make accelerated progress. Pupils are at least in-line with other pupils nationally. Gaps are filled.  <a href="#">Extending school time   EEF</a>	1,2,3,4

and year 1 and Year 2 to Year 6.		
<p>The social and emotional aspects of learning are taught to all children through MyHappyMind resources on a weekly basis.</p> <p>Children are also taught, during weekly assemblies, about the zones of regulation and the importance of self-regulation to success in learning.</p>	<p><a href="#">Home - myHappyMind</a></p> <p><a href="#">Support children's mental health and wellbeing with our...   EEF</a></p>	1,2,3,4
<p>Embedding dialogic activities for developing oracy across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading, writing and maths.</p> <p><a href="#">Oral language interventions   EEF</a></p>	2,3,4

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

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equip all staff with the knowledge and tools to improve intrinsic motivation among students, explicitly teach behaviour, and embed school values and rules consistently across the school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	1,2,3,4
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,4

Total budgeted cost: £ 12, 535

How was the money spent 2023 to 2024	The outcomes for disadvantaged pupils – academic year 2023 to 2024
Deployment of teaching assistants across Early Years, Key Stage 1 and Key Stage 2.	<p>All disadvantaged pupils passed their phonics screening, multiplication checker and achieved the expected standard in Key Stage 2 SATS for reading, writing and maths.</p> <p>In Key Stage 1 SATs, 66% of disadvantaged pupils met age related expectations in reading. 66% of disadvantaged pupils met age related expectations in maths. 0% of children at Key Stage 1 met age related expectations in writing.</p> <p>All disadvantaged pupils met or exceeded their own personal targets and predicted outcomes for attainment at the end of each year group.</p>
QFT training for staff, dedicated to the development of the school curriculum and Rosenshine’s principles of instruction.	The school curriculum has been fully reviewed. CPD has been attended when needed. Subject leaders of core subjects and humanities, supported by an educational consultant, received time to quality assure subjects which has informed further training leading to improvements. Rosenshine’s principles of instructions with particular focus on questioning is being implemented across teaching and learning.
Implementation of Bug comprehension reading scheme enabling children to master comprehension and master fluency.	All disadvantaged pupils passed their phonics screening. All disadvantaged pupils met age related expectations in reading in their Key Stage 2 SATs. 66% of children met age related expectation in their reading Key Stage 1 SATs. In other year groups, all disadvantaged pupils met or exceeded their own personal targets and predicted outcomes for attainment at the end of each year group.
White Rose Maths workbooks were purchased which ensure children master maths and deepen learning appropriate to their year group.	<p>The workbooks support a ‘teaching for mastery’ approach. Fluency, reasoning and problem-solving questions provide opportunities for consolidating and deepening each pupil’s understanding. Images and representations help pupils to understand the maths.</p> <p>66% of disadvantaged pupils met age related expectations in maths. 100% of disadvantaged pupils met age related expectations in Key Stage 2 SATS. All disadvantaged children passed the multiplication checker. In other year groups, disadvantaged pupils met or exceeded their own personal targets and predicted outcomes for attainment at the end of their year group.</p>
Allocated termly sessions dedicated to supporting children with their social and emotional aspects of learning – this included recognition of zones of regulation and mental wellbeing check-ins (buddy chats)	Some disadvantaged children can now articulate their emotions better and identify ways they can regulate themselves if feeling anxious/sad in order to prepare themselves for learning.

