

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	73
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2025 to 2026
Date this statement was published	31 st December 2025
Date on which it will be reviewed	1 st November 2026
Statement authorised by	Jamie Wreford
Pupil premium lead	Natalie Shackleton
Governor	Jamie Wreford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13 320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£13,320

Part A: Pupil premium strategy plan

Statement of intent

Our Commitment to Disadvantaged Pupils at Scapegoat Hill School

At Scapegoat Hill School, we believe every child deserves the best possible start in life. We are proud to be a small, close-knit primary school in a community that is not highly deprived, yet we recognise that some children still face barriers to learning. Our commitment is to ensure these barriers never limit a child's potential. Through high-quality teaching, personalised support and strong partnerships with families, we strive to help every child thrive academically, socially, and emotionally.

Who do we mean by 'disadvantaged'? We use a broad definition that includes:

- Children eligible for Free School Meals or Pupil Premium funding.
- Children in Care or previously looked after.
- Pupils with safeguarding concerns, young carers or those supported by a social worker.
- Families who are "just about managing" or experiencing financial hardship.
- Any child who faces challenges that could affect learning.

Our Aims

- Help every child make excellent progress and achieve their best.
- Support emotional well-being and confidence.
- Provide access to a rich, exciting curriculum and wider opportunities.
- Make sure disadvantage does not limit ambition or success.

How We Do This

- High-quality teaching for all: Our teachers use proven strategies to help every child succeed.
- Extra support where needed: Small-group and one-to-one sessions for reading, writing, and maths.
- Pastoral care: Support for emotional well-being and attendance.
- Working together: Strong partnerships with families and external specialists.
- Inclusive approach: Our Pupil Premium work links closely with SEND provision so every child gets the right help.

Our principles

- Every child matters.
- Early help is best.
- High expectations for all.
- Decisions based on evidence and what works.
- A whole-school commitment to equality and opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Good attendance is essential for learning. Last year, absence for pupils eligible for Free School Meals (FSM) rose sharply to 15.9%, with persistent absence reaching 50%, much higher than the national figure of 33.4%. This year, attendance has improved significantly, with FSM absence now at 6.3%. This is a positive step forward, but we will continue to monitor closely and provide targeted support to ensure every child attends regularly.

2	Key Stage 2 Results: In the 2025 assessments, none of our disadvantaged pupils met the expected standard in reading, writing and maths. However, as explained in our strategy intent, this reflects a very small number of children and does not indicate a long-term trend—especially as 100% of disadvantaged pupils met age-related expectations in 2024. Both internal and statutory assessments show that disadvantaged pupils often face greater barriers to learning and we are committed to overcoming these through targeted support and high-quality teaching.
3	We take an inclusive approach to teaching and learning that prioritises emotional wellbeing alongside academic progress. Disadvantaged pupils often face additional challenges such as lower self-esteem and greater social and emotional needs, which can affect their mental health and readiness to learn. These barriers may lead to reduced confidence, difficulties in regulating emotions, and lower engagement in lessons, ultimately impacting academic outcomes. At Scapegoat Hill School, we work proactively to remove these barriers through targeted support, nurturing relationships and high-quality teaching, ensuring every child can thrive.
4	Writing is one of the hardest skills to master because it involves many things at once—ideas, spelling, grammar and handwriting. Nationally, writing is often the lowest-performing subject and our assessments show that many children join school with lower writing skills than their peers. We are focusing on building strong language skills and giving extra support so every child can become a confident writer.
5	Our assessments and classroom observations show that disadvantaged pupils often find reasoning and problem-solving in maths harder than number work. These tasks involve understanding language, applying concepts in new situations and thinking through multi-step problems. Children who have had less exposure to mathematical language or real-life problem-solving before starting school can find this especially difficult.

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
We want disadvantaged pupils to attend school regularly because good attendance is essential for learning.	<ul style="list-style-type: none"> Attendance for pupils eligible for Free School Meals stays above 94%. Persistent absence (missing 10% or more of school) continues to reduce. Children and families work with school to keep attendance high.
We want disadvantaged pupils to make strong progress in reading, writing and maths so they can meet age-related expectations.	<ul style="list-style-type: none"> More disadvantaged pupils reach the expected standard in reading, writing and maths. Assessments show gaps between disadvantaged pupils and other pupils are getting smaller. Children show improved confidence and engagement in lessons.
We want disadvantaged pupils to feel confident and emotionally ready to learn so they can make good progress in school.	<ul style="list-style-type: none"> Children show improved confidence and take part in lessons more actively. They can manage their emotions better and build positive relationships. Academic progress improves alongside emotional wellbeing.

We want disadvantaged pupils to improve their writing skills so they can express ideas clearly and confidently.	<ul style="list-style-type: none"> • Children’s writing shows better vocabulary and sentence structure. • They can write longer pieces with more detail and accuracy. • The gap between disadvantaged pupils and other pupils gets smaller over time.
Disadvantaged pupils will develop stronger reasoning and problem-solving skills in maths so they can apply concepts confidently in different situations.	<ul style="list-style-type: none"> • Children are more confident when solving multi-step problems. • They can explain their thinking using maths words. • The gap between disadvantaged pupils and other pupils gets smaller over time.

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Training on EEF’s Improving Literacy in Key Stage 2 guidance. • Strategies for adaptive teaching and scaffolding for SEND and disadvantaged pupils as needed. 	<ul style="list-style-type: none"> • The DfE’s Writing Framework (July 2025) highlights that explicit teaching of handwriting, spelling and sentence construction lays the foundation for confident writing. • The Writing Framework emphasises scaffolding and modelled writing, especially for pupils who need extra support. • EEF’s Writing Practice Review (2024) shows that structured approaches—such as sentence-level instruction and visible scaffolding—are effective, particularly for disadvantaged pupils. 	2,3 and 4
<ul style="list-style-type: none"> • How to teach problem-solving step by step, using strategies like drawing bar models, thinking aloud, and breaking problems into parts. • Using manipulatives and visual tools—such as counters or drawings—to help pupils understand 	<ul style="list-style-type: none"> • EEF highlights that structured problem-solving methods and visual tools can deliver up to 7 months’ additional progress, especially for disadvantaged pupils. • EEF’s blog on “Think Alouds” details how metacognitive techniques help scaffold complex maths, making problem-solving more accessible. • The NCETM/Ofsted guidance encourages tasks that promote reasoning, collaborative discourse and 	2, 3 and 5

<p>concepts before solving problems.</p> <ul style="list-style-type: none"> Supporting mathematical language, so pupils can clearly explain their thought process when tackling a problem. 	<p>manipulatives—key elements of effective CPD.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 7,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Interventions - Writing</p> <ul style="list-style-type: none"> Daily structured talk activities (e.g., Drawing Club, role play, sentence stems). Explicit vocabulary teaching linked to curriculum themes. 3x weekly targeted sessions led by teacher or TA. Focus: sentence structure, punctuation, and spelling patterns. Use scaffolds such as word banks and writing frames. 	<ul style="list-style-type: none"> The Education Endowment Foundation (EEF) provides strong evidence that small-group tuition and structured writing interventions can significantly improve outcomes. +4 months' progress, effective with rigorous targeting. 	2,4
<p>Targeted Interventions - Maths</p> <ul style="list-style-type: none"> Build mathematical vocabulary and sentence structures. Use visual models to unpack multi-step problems. Develop strategies and independence for multi-step reasoning. 	<ul style="list-style-type: none"> NCETM advocates for expecting full-sentence responses and structured discourse in maths lessons to enhance precision in thinking and speaking. The EEF's (Education Endowment Foundation) "Vocabulary in Action" toolkit recommends strategies for the explicit teaching of instructional vocabulary. In their broader literacy material, EEF notes that a strong vocabulary supports comprehension and communication across all subjects—including mathematics 	2,5

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Working closely with families to understand and address attendance challenges. • Regularly monitoring attendance data to identify pupils at risk and provide early support. • Promoting a strong school culture where families, pupils and staff value and support regular attendance. 	<ul style="list-style-type: none"> • Research from the Education Endowment Foundation (EEF) shows that engaging parents and providing tailored support are effective ways to improve attendance. • The Department for Education (DfE) guidance “Working Together to Improve School Attendance” highlights the importance of building strong relationships with families and acting early when attendance falls. 	1
<ul style="list-style-type: none"> • Promote emotional wellbeing and confidence for all pupils, especially those who are disadvantaged. 	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF) recommends social and emotional learning strategies to improve attainment, especially for disadvantaged pupils. • Public Health England highlights that positive relationships and emotional support at home and school reduce stress and improve mental health. • EEF Toolkit: Social and Emotional Learning can add +4 months progress when embedded in teaching. 	1,2,3,4 and 5

Total budgeted cost: £ 13,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

Attendance for disadvantaged pupils has improved significantly this year, with FSM absence now at 6.3%, compared to the national FSM absence rate of 10.6%. This is a positive step forward and reflects the impact of early intervention and strong family engagement strategies. We will continue to monitor attendance closely and provide targeted support to ensure every child attends regularly. This support is strengthened by our close working relationships with families and our partnership with Families Together in Kirklees. Through collaboration with families and the Families Together consultant, we work proactively to remove barriers and promote consistent attendance.

Academic Outcomes

Key Stage 2 – 2025 Statutory Assessments (SATS)

In 2025, 0% of disadvantaged pupils met the expected standard in reading, writing and maths combined. This reflects a very small cohort and does not indicate a long-term trend—especially as 100% of disadvantaged pupils met age-related expectations in 2024. Nationally, 47% of disadvantaged pupils met the combined standard in 2025, compared to 61.9% for all pupils.

Although combined attainment was low, every child made strong progress towards their own individualised targets, which were set based on starting points and specific needs. This demonstrates the impact of personalised teaching and intervention.

Key Stage 1 Outcomes

Reading: 100% of pupils met the expected standard.

Maths: 66% of pupils met the expected standard.

Writing: 33% of pupils met the expected standard.

Combined Reading, Writing and Maths: 33% met the expected standard (national average: 58.8%).

Although combined attainment is below the national average, every child met age-related expectations in reading and two-thirds met expectations in maths. Writing remains an area for development but these results show strong progress from pupils' starting points and reflect the impact of targeted support.

We are proud of the progress pupils have made and will continue to focus on writing through personalised teaching and intervention. All disadvantaged pupils passed their phonics screening and met or exceeded their personal targets and predicted outcomes for attainment at the end of each year group.

Barriers and Focus Areas

Writing remains a key challenge nationally and locally. It is the hardest skill to master because it involves ideas, spelling, grammar and handwriting. Disadvantaged children join school with lower writing skills than peers.

Our strategy focuses on building strong language skills and providing additional support so every child becomes a confident writer.

In maths, disadvantaged pupils often find reasoning and problem-solving harder than number work. These tasks require understanding language, applying concepts in new situations and thinking through multi-step problems.

Wellbeing and Engagement

Pupil voice activities and questionnaires show positive impact from interventions such as **My Happy Mind**, involvement of the Mental Health Support Team, and regular check-ins. Children reported knowing strategies to improve their mental and physical health, which supports readiness to learn.

Summary

Attainment for disadvantaged pupils in 2025 was below national expectations. This reflects the impact of a very small cohort where each individual pupil carries a high percentage weighting. This does not indicate a long-term trend. In 2024 outcomes for this group were in line with national averages and historically pupils eligible for Pupil Premium funding at our school achieve well and typically meet age-related expectations. Our inclusive approach prioritises emotional wellbeing alongside academic progress recognising that some pupils may experience lower self-esteem and greater social and emotional needs.

Writing remains a whole-school priority and will continue to feature prominently in our Pupil Premium Strategy for 2026.

Next Steps for 2026

- Continue targeted writing interventions across all year groups.
- Strengthen reasoning and problem-solving strategies in maths.
- Maintain mental health and wellbeing support through My Happy Mind.
- Monitor attendance and provide early intervention for persistent absence.