



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

**Pupil Premium Strategy  
for Linthwaite Clough**

**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	Linthwaite Clough J I and EYs
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	10.3
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
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 lead	Louise Dowling

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,524
Recovery premium funding allocation this academic year (autumn)	£4350
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	£47,874

## Part A: Pupil premium strategy plan – Linthwaite Clough

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 the Scapegoat Hill and Linthwaite Clough Federation (SLCF), we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment

### Statement of intent

Across our Federation, we believe that every 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 currently represent (3%) of our total funding and this policy sets out how we decide to spend 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	Attendance and punctuality issues
2	SEMH / Behaviour incidents
3	Weak language and communication skills
4	Access to cultural capital – music, books, learning experiences outside school environment
5	Lack of confidence
6	Ability of parents to give support at home / Parental engagement
7	Missed learning and gaps

## Intended outcomes

This explains the outcomes we are aiming for <b>by the end of our current strategy plan</b> , and how we will measure whether they have been achieved. Intended outcome	Success criteria
Pupils to make equal or better progress than their counterparts	Data to show improved progress
Children to be able to talk about learning opportunities outside of school	PHSE sessions provide opportunities for improved discussions, observations show children have improved vocabulary to talk about experience and increased experiences More pupil premium children attending afterschool clubs
Children KNOW they can achieve their aspirations and that teachers have high expectations of them	Feedback shows teachers value effort and improvements Behaviour incidents have reduced Children have a deep understanding of their entitlement and the schools vision
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.



## 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: £ 23,188

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	<p>Published books</p> <p><a href="https://www.emotioncoachinguk.com/">https://www.emotioncoachinguk.com/</a></p> <p><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></p> <p>Emotion Coaching with Children and Young People in Schools:</p> <p>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)</p>	2 3 5
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school.  Impact of each CPD event to be recorded and monitored.  Allocation of funds for writing and maths, subscriptions and high quality texts for EYFS, KS1 and KS2. Quality /at least good teaching in all classes every day.	<p>Completion of NPQML</p> <p>White Rose</p> <p>NCETM training</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p> <p><a href="https://literacytrust.org.uk/information/what-is-literacy/what-phonics/">https://literacytrust.org.uk/information/what-is-literacy/what-phonics/</a></p> <p><a href="https://letters-and-sounds.com/">https://letters-and-sounds.com/</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p>	7 5 1
Phonics and reading – purchase of high quality new phonics books to alian with phonics levels for children to take home	<p>Government guidance</p> <p>EEF</p> <p>KMC CPD</p>	7 5 1 6
Recruitment of new ETA and time used to support PP children to ensure quality provision and keeping up/closing gaps	<p>EEF best use of ETAs</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	7 5 4 3 2

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

Budgeted cost: £25,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
ETA training 5 minute box Phonics intervention	EEF 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> CPD for Autism, Sensory work,	3 5 2 6
Sensory training	Guidance from professionals supporting school	3
Phonics resources – provision of 5 minute boxes 1 and 2 to ensure children keeping up with phonics groups – regular intervention Best use of ETAs and time for catch up – daily sessions	Government guidance for SSP schemes KMC support 5 minute box  www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.	1 2 3 5 6 7

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Lessons	Kirklees musica Churanga – subscription to music site – research, CPD and training £1000	1,2,4,5
Educational Visits	LOTG, Learning through landscapes,	

**Total budgeted cost: £ 49,588**

**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)

**Service pupil premium funding**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Wellbeing support
What was the impact of that spending on service pupil premium eligible pupils?	Development of confidence and self esteem Challenge 1,2,5

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes and further information

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. 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 6 7</p>
<p><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</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.  <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.</p>	<p>4 1</p>

<p><b>Personal development</b></p> <p>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>2 3 5 6</p>
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