

2019-2020 Pupil Premium Allocation

Schools receive Pupil Premium for pupils who have been eligible for Free School Meals in the last 6 years, for Children who are Looked After (CLA) and pupils who are Post-CLA, such as those who have left care through being adopted. The aim of Pupil Premium is to raise the attainment of eligible pupils and to close the attainment gap between these pupils and others at the school.

- In the January 2019 census, a total of 56.7% of pupils on roll at Southgate School were eligible for Pupil Premium.
- Southgate School received **£87,454** in Pupil Premium funding within the 2019-20 academic year.

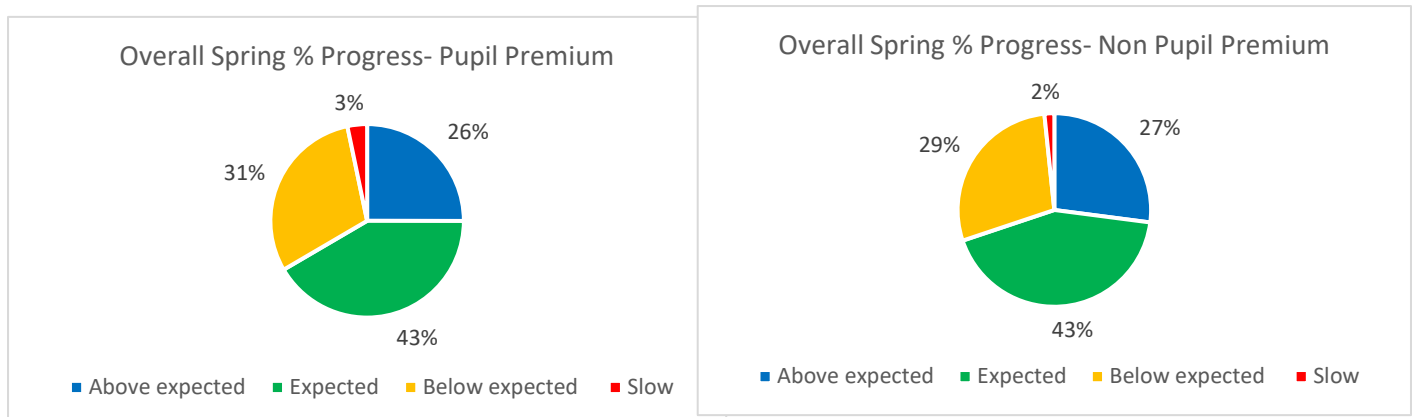
Below is a breakdown of the pupil premium by eligibility category, with the total amount received, based on information provided from the DfE from the January census.

Type	Amount	Number of pupils	Percentage of pupils	Total
Primary Pupil Premium	£1,320	18	12%	£23,760
Secondary Pupil Premium	£935	51	34%	£47,685
Children Looked After Pupil Premium *	£2,300 *	9	6%	£0 *
Post- Children Looked After Pupil Premium	£2,300	7	4.67%	£16,100
TOTAL		85	56.7%	£87,454

*The pupil premium money for pupils who are looked after goes directly to the Virtual School, where we can apply to access the funding linked to specific outcomes.

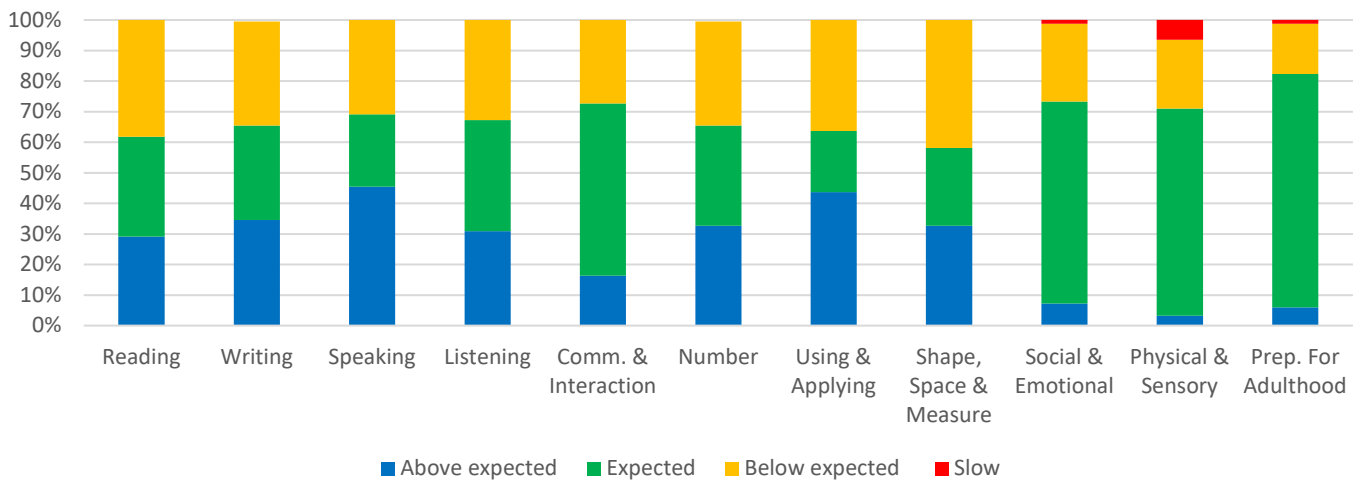
Progress of Pupils Eligible for Pupil Premium

Pupil progress is based on teacher assessments against expected progress, at the end of Spring Term (due to Covid-19). This data shows that pupils who are eligible for pupil premium have very similar progress to pupils those who are not eligible for pupil premium, although +2% eligible pupils were assessed as below expected progress, +1% eligible pupils were assessed as slow progress and -1% eligible pupils were assessed as above expected progress.

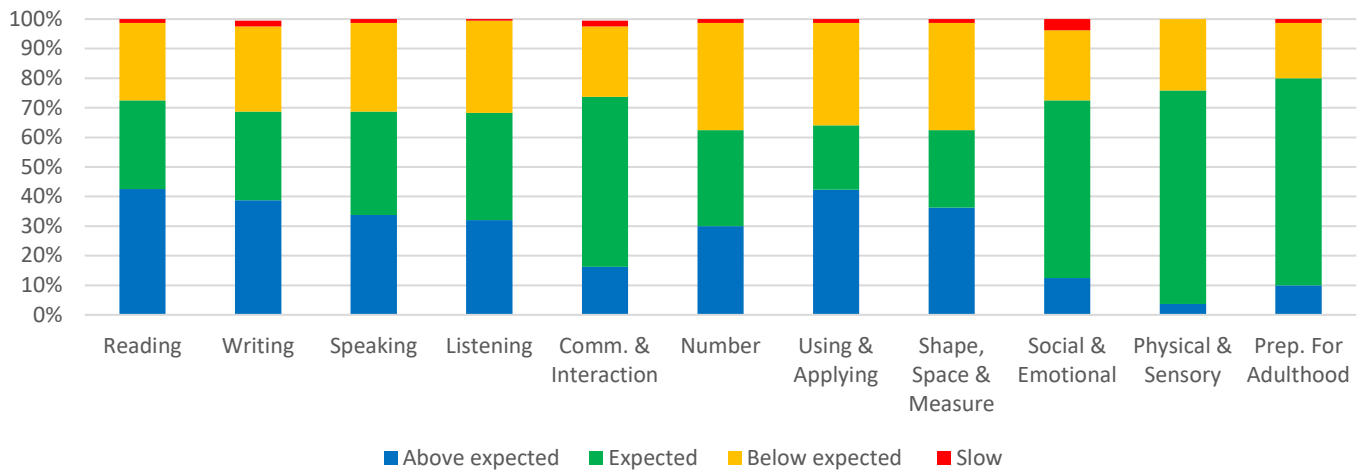


This is broken down further (below) to analyse progress towards expected levels in specific areas of the curriculum or in specific areas of the Education Health Care Plan. Areas of strength for pupils who are eligible for pupil premium include speaking (+11% above expected) and number (+3% above expected). Areas where there is an identified gap for pupils eligible for pupil premium includes reading (-11% above expected or expected), physical & sensory (+6% slow progress), writing (-4% above or expected & +2% slow progress) & shape space & measure (+5% below or slow).

Spring % of progress- Pupil Premium



Spring % of progress- Non Pupil Premium



Impact of Expenditure on Pupil Progress

Barrier 1: Greater complexity and levels of need, particularly Social, Emotional and Mental Health (SEMH) Needs.

Action	Intended outcome	Impact	Evaluation	Cost
<p>Providing specialist skills to support greater complexity of need and SEMH need</p> <p>The Intervention Team was expanded through external and internal recruitment to create a team of skilled staff for 'Communication & Interaction' and 'Social & Emotional'. The focus was building a whole school intervention culture to enable staff teams to meet the needs of all pupils within their safe base.</p>	<p>To build the confidence and skills of staff within the class teams, by providing targeted support and professional development.</p> <p>This will allow staff to better meet the increased complexity of need of pupils who are eligible for Pupil Premium.</p>	<p>Staff confidence, as demonstrated in the self-review, shows that 'The classroom is skillfully zoned to support each pupils' specific level of academic and personal development', was rated as a strength by 100% of teachers. 'I have a good understanding and professional regard for our schools' nurture ethos, policies and practices' was rated as a strength by 93% of ETAs.</p> <p>Behaviour data (based on Autumn Term) shows reduction in anxiety levels across school, thus enabling pupils to be ready to learn. Pupils eligible for deprivation pupil premium have largely comparable behaviour data to those who are not eligible. However, pupils who are CLA or post-CLA have significantly higher levels of anxiety recorded.</p> <p>Teacher assessment of progress against Social & Emotional EHCP outcomes shows that pupils eligible for PP achieved 7% above expected, 66% making expected progress, 25% making below expected progress and 2% making slow progress compared to 13%, 60% 24% and 4% respectively.</p>	<p>A whole school Intervention Culture is developing, with the majority of staff confident in supporting pupils with complex needs, including SEMH.</p> <p>This has had a direct result on pupils, as the level of anxiety has reduced and pupils are making good progress.</p> <p>The impact of the Intervention Team and the specialist support that they provide is proven to be effective and this will continue to be developed and enhanced.</p>	<p>During the 2019-2020 academic year the total cost of our comprehensive Intervention Team was £87,970. 80% of this total cost was funded by the Pupil Premium allocation, which is approximately £70,000.</p>

Barrier 2: Poorer Attendance

Action	Intended outcome	Impact	Evaluation	Cost
<p>Developing the role of the Family Support Worker</p> <p>The Pastoral Manager monitored and reported on attendance for Pupil Premium pupils at the weekly Pupil Focus meetings. This identified individuals who were eligible for pupil premium and struggling with attendance. The Family Support Workers' role included directly working with identified, eligible pupils and their families.</p>	<p>The gap in attendance between those eligible for Pupil Premium and those not eligible will close.</p> <p>An improvement in attendance will have positive benefits for progress and attainment.</p>	<p>The gap in attendance between those eligible for Pupil Premium and those not eligible reduced significantly, from -3.82% in 2018-19 to -0.23% in the last attendance analysis before Covid-19 in Feb 2020.</p> <p>During the Vulnerable Pupil and Key Worker Provision throughout Covid-19, 75%-76.9% of pupils attending were eligible for pupil premium.</p>	<p>This indicates that the closer monitoring and targeted support around attendance had a positive impact upon pupils who are eligible for Pupil Premium.</p> <p>This approach will continue as part of the Pupil Focus meetings and within the role of the Family Support worker.</p>	<p>During the 2019-2020 academic year, the cost of one-day equivalent of a Family Support Worker was £4,500.</p>

Barrier 3: Lower progress in English, in particular Reading (-8.8%),

Action	Intended outcome	Impact	Evaluation	Cost
<p>Improving the provision for reading</p> <p>This contributed to the development of a TLR3 position and the re-development of the school library. This continues to be an area of School Development in 2020-21, with a permanent TLR2 being created and the re-development of the curriculum.</p>	<p>Reading is improved across school, with better resources, higher levels of staff skill and improved pupil progress.</p> <p>The Priority Pupil Action Plans will identify pupils who are eligible for Pupil Premium and who are not making expected progress in reading, allowing for them to have specific targets and interventions set.</p>	<p>Impact data is not available as the implementation of this action occurred just before and during the Covid-19 pandemic.</p>	<p>This will be continued and enhanced within the School Development Plan for 2020-21.</p>	<p>An additional budget of £3,000 funded a TLR3 position to develop reading.</p>

Barrier 3: Lower progress in English, in particular Reading (-8.8%), Listening (-6%) and KS2 English (-6%)

Barrier 4: Not exceeding expectations

Action	Intended outcome	Impact	Evaluation	Cost
<p>Identifying pupils eligible for Pupil Premium on Priority Pupil Action Plans and allocating a budget</p> <p>The improved and cohesive Priority Pupil Action Plans clearly identified Pupil Premium pupils within each class. Teachers set personalised SMART targets for Priority Pupils (identified against expected progress). This was based on the Virtual School model which has supported the improved progress of CLA pupils in previous years. Although some Pupil Premium eligible pupils were not prioritised based upon achieving the expected outcome, the expectation was that these pupils were stretched to achieve above expectations.</p>	<p>The progress of pupils eligible for Pupil Premium will be in-line with those who are not eligible, for both meeting expected progress targets and exceeding them.</p>	<p>Based on teacher assessments in Spring (before Covid-19) the percentage of pupils who achieved expected or above expected progress are outlined below.</p> <p>Reading: PP= 62%, non-PP= 73% (-11%) Writing: PP= 65%, non-PP= 69% (-4%) Listening: PP= 67%, non-PP= 68% (-1%)</p> <p>Speaking is now identified as a strength, with 11% more PP pupils achieving above expected.</p> <p>When you compare the overall percentage of pupils who exceeded expectations of progress: PP= 26%, non-PP= 27% (-1%).</p>	<p>Reading continues to be an area where there is a significant gap in the progress of pupils who are eligible for pupil premium and those who are not. This will continue to be an area of focus for the school as a whole, but specifically for those eligible for pupil premium.</p> <p>The progress gap in Writing, Speaking and Listening has decreased, as has the difference in those achieving expectations. This will continue to be monitored in the next academic year to ensure this progress is sustained.</p>	<p>A £3,000 budget was allocated for staff to request to purchase items that specifically support eligible pupils to achieve these targets.</p>

Barrier 5: Being Post-Looked After

Action	Intended outcome	Impact	Evaluation	Cost
<p>Increased focus on pupils who are Post-Looked After (£16,100).</p> <p>Part of the role of the Family Worker will be to oversee the Post-Looked After pupils. Several of our post-looked after pupils display high levels of anxiety at home and the Family Worker will work with their families and carers to signpost to services that are available to support them.</p> <p>All Post-looked after pupils are automatically identified as a Priority Pupil on the Priority Pupil action plans, regardless of their academic progress. This ensures all teachers analyse their progress and plan to put measures in place to accelerate their progress in identified areas.</p> <p>The Designated Teacher for Children who are Looked After (Sarah Hoffmann) also oversees Children who are Post-Looked After.</p>	<p>The progress of pupils who are post-looked after will be in-line with those who are not post-CLS, for both meeting expected progress targets and exceeding them.</p>	<p>Pupils who are Post-Looked After had higher levels of anxiety compared to other groups of pupils, although this was similar to CLA pupils.</p> <p>Pupils who are Post-Looked After made less progress than those who are eligible for Pupil Premium or those who are not eligible for pupil premium. Post CLA pupils made similar progress to pupils who are CLA, apart from in Number (-26.6%) and Using and applying (-33.3%). As it is a small group of pupils (N=8) it is difficult to draw statistical comparisons against larger groups. However, it is clear that these pupils need to continue to remain a priority group.</p>	<p>Pupils who are post-Looked After continue to be an area where there is a significant gap in the progress of pupils. This will continue to be an area of focus for the school.</p>	<p>During the 2019-2020 academic year the cost of one-day equivalent of a Family Support Worker was £4,500.</p> <p>There was a £1000 budget that class staff could request to purchase items that specifically benefited their post-looked after pupils and enable them to meet the SMART objectives on their Priority Pupil Action Plan.</p>