

2020-2021 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 2020 census, a total of **54.84%** of pupils on roll at Southgate School were eligible for all Pupil Premiums. **45.80%** pupils were eligible for the ever-6 FSM deprivation Pupil Premium. Below is a breakdown of the pupil premium by eligibility category.
- Southgate School is estimated to receive **£89,285** in Pupil Premium funding in the 2020-21 academic year.

Type	Amount	Number of pupils	Percentage of pupils	Total
Primary Pupil Premium	£1,345	19	12.26%	£25,555
Secondary Pupil Premium	£955	52 **	33.54%	£49,660
Children Looked After Pupil Premium *	*	8	5.16%	£0 *
Post- Children Looked After Pupil Premium	£2,345	6	4.51%	£16,415
TOTAL		85	54.84%	£89,285

*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.

** In addition, 3 pupils qualify for both post-looked after and Secondary Pupil Premium. We get the figure for Post-Looked After but not the deprivation Pupil Premium.

Identified gaps and barriers faced by eligible pupils

1. Greater complexity and levels of need.

Almost half (42.3%) of eligible pupils are banded as A or B, indicating greater level and complexity of need.

2. Lower progress in Reading (-11%),

The largest identifiable gap in progress in in reading. In 2018-2019 this gap was -8.8% but in 2019-20 it had increased to -11%. Developing and enhancing the reading curriculum across school is part of the current School Development Plan (Section A3) and focused actions will be implemented to increase the progress of pupils who are eligible for Pupil Premium.

3. Not exceeding expectations

The 2018-19 analysis of academic progress identified that, although the majority of eligible pupils do as well as their peers when comparing 'expected progress', there is a gap in achievement when comparing 'above expected progress'. This gap had reduced to -1% in 2019-2020 but this will continue to be an area of focus.

4. Being Post-Looked After

This group of pupils made lower levels of progress in 2018-19 and in 2019-20, compared to other groups of pupils. These pupils may experience long term impacts of historic traumatic events in addition to their SEN. The CLA pupils, who have experienced similar levels of traumatic events, perform better. The gap between these two groups narrowed in 2019-2020, although still remained. This could be as a result of the comprehensive wider packages of support some of CLA pupils' access but another significant factor is the Virtual School system. They have regular review meetings and Pupil Premium Funding is available to target specific SMART objectives.

Plan of spending in 2019-2020 provided by Pupil Premium funding

Actions to tackle Barrier 1: Greater Complexity of Need	Intended outcome	What's the evidence and rationale for this choice?	How will you monitor the impact and quality assure the implementation?	Staff lead	Cost
<p>Providing specialist skills to support greater complexity of need through creating a whole school 'Intervention Culture' and building staff skills.</p> <p>Although many pupils benefit from this provision, pupils eligible for Pupil Premium often have a higher level or greater complexity of need and therefore they are prioritised for interventions to ensure that they continue to make sustained progress.</p>	<p>Maintain the narrowed gap in attendance between those eligible for Pupil Premium and those not eligible.</p>	<p>The EEF Pupil Premium Guide identifies that tackling wider barriers to learning has a positive impact upon supporting pupils' access to teaching and the curriculum. Additionally, the EEF 'Making the Best Use of Teaching Assistants' highlights the importance of ensuring ETAs have the professional skills to enhance the offer within the classroom for all pupils.</p>	<p>Regular monitoring of data (weekly attendance, weekly behaviour, termly progress in academic and EHCP outcomes) to identify where staff teams need additional support and skills.</p> <p>Intervention Team to set SMART targets and RAG rate the impact that their support has on pupils.</p>	<p>Intervention Leader (Michelle Doyle)</p> <p>Deputy Head (Ruth Perfitt)</p>	<p>During the 2020-21 academic year the estimated total cost of our comprehensive Intervention Team is £88,345. 80% of this total cost is funded by the Pupil Premium allocation, which is approximately £70,000.</p>
<p>Developing the role of the Family Support Worker</p> <p>The Pastoral Manager will monitor attendance for Pupil Premium pupils and identify individuals who are not attending who are eligible for pupil premium. Part of the Family Support Workers' role will be to work directly with identified, eligible pupils and their families.</p>	<p>Maintain the narrowed gap in attendance between those eligible for Pupil Premium and those not eligible.</p>	<p>The EEF Pupil Premium Guide identifies that tackling wider barriers to learning has a positive impact upon supporting pupils' access to teaching and the curriculum.</p>	<p>Regular monitoring of data (weekly attendance, weekly behaviour, termly progress in academic and EHCP outcomes) to identify where staff teams need additional support and skills.</p> <p>Intervention Team to set SMART targets and RAG rate the impact that their support has on pupils.</p>	<p>Family Support Worker (Angela Kenchington)</p> <p>Intervention Leader (Michelle Doyle)</p> <p>Deputy Head (Ruth Perfitt)</p>	<p>During the 2020-21 academic year the estimated cost of one-day equivalent of a Family Support Worker is £5,300.</p>

Action to tackle Barrier 2: Lower Progress in Reading	Intended outcome	What's the evidence and rationale for this choice?	How will you monitor the impact and quality assure the implementation?	Staff lead	Cost
<p>Improving the provision for reading</p> <p>Enhancing and developing the whole school provision for reading is a central element of the School Development Plan and curriculum development.</p> <p>In addition, the English Leader will conduct a pupil level analysis of the barriers to progress in reading for pupil premium pupils.</p>	<p>The gap will close, or significantly reduce, between the progress of pupils who are eligible for Pupil Premium and those who are not.</p>	<p>The EEF Pupil Premium Guide states that high quality teaching and professional development should be a priority. This is further supported by research that took place for 'Reading from Six' and then later with the EEF (2018), which found that the biggest impact on reading was staff knowledge. In addition, the EEF Teaching toolkit identifies that Reading Comprehension Strategies provides high levels of progress for pupils' progress (+6 months).</p>	<p>Termly progress data will be monitored to identify the gap in progress and monitor the impact of any specific areas of intervention or spending.</p>	<p>Lead for English (Charlotte Gaffigan)</p>	<p>An additional budget of £3,000 will be created to develop reading with a specific focus on Pupil Premium Pupils. This could contribute to developing staffing roles, CPD or resources.</p>

Action to tackle Barrier 3: Not exceeding expectations	Intended outcome	What's the evidence and rationale for this choice?	How will you monitor the impact and quality assure the implementation?	Staff lead	Cost
<p>Priority Pupil Action Plans and allocated budget, clearly identifying PP eligible pupils</p> <p>The improved and cohesive Priority Pupil Action Plans clearly identify Pupil Premium pupils within each class. Pupils are identified as priorities based upon their academic or holistic progress. However, although some Pupil Premium eligible pupils will not be priorities based upon achieving the expected outcome, the expectation will be that these pupils are stretched to achieve above expectations.</p>	<p>Pupils who are eligible for pupil premium will achieve equally well as pupils who are not eligible for PP. This will include the percentage of pupils who make 'expected progress' and those who make 'above expected progress'.</p>	<p>This is based on the Virtual School model, which has supported the improved progress of CLA pupils over recent years.</p> <p>This is further supported by the EEF Pupil Premium Guide, which identifies that high quality, targeted support can have a positive impact on improving pupil progress in specific areas and closing identified gaps.</p>	<p>Termly Priority Pupil Action Plans and termly analysis of teacher assessment data.</p>	<p>Assistant Head with responsibility for Academic Progress (Sue Coates)</p> <p>Assistant Head with responsibility for Holistic Progress (Sarah Hoffmann)</p>	<p>There will be £3,000 budget allocated for staff to request to purchase resources or CPD that will specifically support eligible pupils to achieve these targets.</p>

Action to tackle Barrier 4: Being Post-Looked After	Intended outcome	What's the evidence and rationale for this choice?	How will you monitor the impact and quality assure the implementation?	Staff lead	Cost
<p>Increased focus on pupils who are Post-Looked After.</p> <p><i>N.B. There were 6 Post-Looked After pupils in the January 2020 census but there are 9 Post Looked After children on roll in Sept 2020.</i></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>Carers and families of pupils who are Post-Looked After will feel supported by school. This will support pupils to make good progress in school.</p>	<p>The EEF Pupil Premium Guide identifies that tackling wider barriers to learning has a positive impact upon supporting pupils' access to teaching and the curriculum. The EEF report 'Working with Parents to Support Children's Learning' identifies key actions to improve progress, including practical support for learning at home, improving communication, and sustained and intensive support where needed.</p>	<p>Parent and carer surveys will be analysed and compared to identify any differences between the different groups. Family and carer engagement will be monitored and analysed.</p>	<p>Family Support Worker (Angela Kenchington)</p> <p>The Designated Teacher for Children who are Looked After & Post-Looked After (Sarah Hoffmann)</p>	<p>During the 2020-2019 academic year the estimated cost of one-day equivalent of a Family Support Worker is £5,300.</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.	The gap will close, or significantly reduce, between the progress of pupils who are Post-Looked After in comparison to other groups (pupils who are currently CLA, pupils who are eligible for Pupil Premium and pupils who are not eligible)	<p>This is based on the Virtual School model, which has supported the improved progress of CLA pupils over recent years.</p> <p>This is further supported by the EEF Pupil Premium Guide, which identifies that high quality, targeted support can have a positive impact on improving pupil progress in specific areas and closing identified gaps.</p>	Termly Priority Pupil Action Plans and termly analysis of teacher assessment data.	The Designated Teacher for Children who are Looked After & Post-Looked After (Sarah Hoffmann)	There will be £1000 budget that class staff can request to purchase items that will specifically benefit their post-looked after pupils and enable them to meet the SMART objectives on their Priority Pupil Action Plan.
Total budgeted cost:					£87,600 -£1,685 contingency (1.9% of budget)

Plan to measure the effect of Pupil Premium

Pupils' academic and holistic progress are assessed termly through teacher assessments and other data such as attendance and behaviour. The Priority Pupil Action Plans are used to set SMART targets, to closely analyse progress and put measures in place to accelerate progress in identified areas. These Priority Pupil Action Plans are tracked and updated termly. Pupils who are eligible for pupil premium are identified throughout these detailed action plans and their progress will be monitored. All children who are Post-Children Looked After are automatically identified as priority pupils to ensure that they are closely monitored. Weekly data is also analysed on anxiety, behaviour and attendance to proactively identify any issues and put measures in place promptly.

The final data in Summer Term of 2021 will be used to measure the overall effect of this strategy in improving the progress of eligible pupils and closing the identified gaps.

Date of next review

A detailed review of the impact and effect of the 2020-2021 Pupil Premium Strategy will be completed in September 2021.