

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 was estimated to receive **£89,285** in Pupil Premium funding in the 2020-21 academic year. We actually received **£86,985**.

Identified gaps and barriers faced by eligible pupils, based on 2019-20 data

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 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

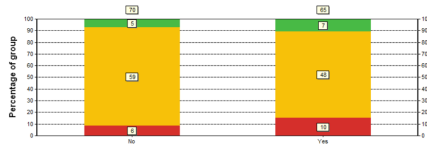
The 2018-19 analysis of academic progress identified that, although the majority of eligible pupils do as well as their peers when comparing 'expected progress', there is a gap in achievement when comparing 'above expected progress'. This gap had reduced to -1% in 2019-2020 but this will continue to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


Actions to tackle Barrier 1: Greater Complexity of Need	Intended outcome	Impact	Evaluation	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>Summer Term attendance figures for 2020-21:</p> <p>PP yes= 87.8%</p> <p>PP no= 88.6%</p> <p>PP gap = The gap has decreased to 0.2%.</p>	<p>Through having an unrelenting focus on PP attendance, the gap has decreased further. Minutes of weekly Pupil Focus meetings show that the gap is analysed and actions are taken to improve attendance when concerns are raised. For example, during Covid-19 it was the pupils eligible for PP who's attendance was most impacted upon by school transport route cancelations. We identified this and then ensured that we offered to support alternative transport for PP pupils wherever possible.</p>	<p>During the 2020-21 academic year the estimated total cost of our comprehensive Intervention Team was £88,345. £70,000 of this total cost is funded by the Pupil Premium allocation, which is approximately 80%.</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>Summer Term attendance figures for 2020-21:</p> <p>PP yes= 87.8%</p> <p>PP no= 88.6%</p> <p>PP gap = The gap has decreased to 0.2%.</p>	<p>There was a retention and recruitment gap in the role of Family Support Worker and Pastoral Manager. Despite this, the attendance of pupils eligible for PP was monitored by other senior leaders and the Intervention Manager and remained a consistent focus.</p>	<p>During the 2020-21 academic year the cost of one-day equivalent of a Family Support Worker for one term was £1,766.00. There was a vacancy in this post for 2 terms that was covered internally, with an additional supply ETA to provide capacity costing £1,848.00. Plus £250 recruitment costs. This is a total of £3,864.00</p>
---	---	--	--	--

Action to tackle Barrier 2: Lower Progress in Reading	Intended outcome	Impact	Evaluation	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>Reading:</p>  <p>Reading attainment gap (PP yes to PP no):</p> <p>2018-19 -8.8%</p> <p>2019-20 -11%</p> <p>2020-21 -6.8%</p>	<p>The gap has reduced to a level below 2019-20 and 2018-19. This shows positive impact of the interventions, training and resources provided across school to support the teaching of Reading. There is still a gap, and this will continue to be monitored. In addition, in 2020-21 more 10.8% of pupils who are eligible for PP achieved above expected, which is higher than the 7.1% of pupils not eligible!</p>	<p>An additional budget of £3,000 was used to develop reading with a specific focus on Pupil Premium Pupils. This contributed to developing staffing roles, CPD and resources.</p>

Action to tackle Barrier 3: Not exceeding expectations	Intended outcome	Impact	Evaluation	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>Percentage of pupils achieving above expected in Summer 2020-21.</p> <p>Reading: PP no-7.14% PP yes 10.8%</p> <p>Writing: PP no 10.0% PP yes 10.7%</p> <p>Speaking: PP no 14.3% PP yes 10.9%</p> <p>Listening: PP no 10.0% PP yes 13.8%</p> <p>Number: PP no 18.6% PP yes 15.4%</p> <p>Using & Applying: PP no 22.9% PP yes 20.0%</p> <p>Shape, Space & Measure: PP no 27.1% PP yes 21.5%</p>	<p>More pupils eligible for pupil premium have achieved above expected in three out of four areas of English. In Maths and in Speaking, there are still less pupils who are eligible for PP achieving above expected and this will continue to be monitored. This supports the use of the Priority Pupil Action Plans and the additional budget for pupils eligible for PP.</p>	<p>There was a £3,000 budget allocated for staff to request to purchase resources or CPD that specifically supported eligible pupils to achieve these targets.</p>

Action to tackle Barrier 4: Being Post-Looked After	Intended outcome	Impact	Evaluation	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>	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.	During the Covid-19 pandemic and lockdowns, the engamanet of families became a whole school focus, especially the families of vulnerable pupils. Home learning and provision for vulnerable pupils in school (for which we included all post-looked after pupils) became the primary way of supporting families. These families also received at least weekly phone contact from school staff.	<p>1. Do you feel that there is good communication between school and home?</p> <p>More Details Insights</p>  <table><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>Yes</td><td>30</td></tr><tr><td>No</td><td>2</td></tr><tr><td>Don't know</td><td>0</td></tr></tbody></table> <p>4. If you need to speak to school about your child, do you feel confident in contacting school?</p> <p>More Details Insights</p>  <table><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>Yes</td><td>32</td></tr><tr><td>No</td><td>0</td></tr><tr><td>Don't know</td><td>0</td></tr></tbody></table> <p>A survey of all parents and carers, carried out in November 2020, was positive about parental engagement. Due to the lockdowns it was difficult to gather further information or monitor engagement of families in the usual ways</p>	Response	Count	Yes	30	No	2	Don't know	0	Response	Count	Yes	32	No	0	Don't know	0	During the 2020-21 academic year the cost of one-day equivalent of a Family Support Worker for one term was £1,766.00 . There was a vacancy in this post for 2 terms that was covered internally, with an additional supply ETA to provide capacity costing £1,848.00 . Plus £250 recruitment costs. This is a total of £3,864 .
Response	Count																			
Yes	30																			
No	2																			
Don't know	0																			
Response	Count																			
Yes	32																			
No	0																			
Don't know	0																			

<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 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>	<p>Post CLA pupils made similar progress to pupils who are CLA in the holistic areas of the curriculum, such as C&I, P&S. In the academic curriculum assessments, pupils who are post-CLA made slower progress than pupils who are CLA, or eligible for PP. As it is a small group of pupils 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>Progress of pupils in the care of the local authority (CLA) compared to pupils adopted from care (Post CLA)</p> 	<p>This will continue to be an area of focus in the coming years.</p>	<p>There was a £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.</p>
--	--	---	---	---

Contingency Spending	Intended outcome	Impact	Evaluation	Cost
<p>Woodpecker group, a new group for 3 pupils within the Orchard pathway and additional ADHD/SEMH needs that require enhanced provision. All eligible for PP.</p> <p>-3x Laptops</p> <p>-Environment & resources</p>	<p>Providing a more specialist offer for pupils to enable them to engage more fully in the Orchard Pathway curriculum and to reduce their anxiety levels.</p>	<p>This funding was used to establish provision for Sept 2021, so the impact is not yet able to be assessed.</p>	<p>This funding was used to establish provision for Sept 2021, so the impact is not yet able to be assessed.</p>	<p>-£1,685 estimated contingency (1.9% of budget)</p> <p>Actual contingency expenditure: £2,257.00</p>

Total expenditure:	£86,985
--------------------	---------

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

Pupil Premium Strategy will be completed in September 2021.