

Pupil premium Strategy Review 2021-2022

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 intended to spend the funding in this academic year and the impact that this had on pupils who are eligible for pupil premium.

School overview (Nov 2021)

Detail	Data
School name	Southgate School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Evans
Pupil premium lead	Clare Dawson & Ruth Perritt (Initially Sarah Hoffmann)
Governor lead	Richard Baines

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,450*
Recovery premium funding allocation this academic year	£22,836.50*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,286.50
*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.	

Part A: Pupil premium strategy plan

Statement of intent

The aim of Pupil Premium is to raise the attainment of eligible pupils, close any identified gaps in areas between these pupils and pupils not eligible, and help them to make as good or even better progress than pupils who are not eligible.

In the October 2020 census, a total of **53.42%** of pupils on roll at Southgate School were eligible for all Pupil Premiums. **47.83%** pupils were eligible for the ever-6 FSM deprivation Pupil Premium. **5.59%** pupils were eligible for Children Looked After Pupil Premium and **5.59%** pupils were eligible for Post-Children Looked After Pupil Premium.

The EEF states 'The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.' This is what we strive to achieve at Southgate School.

Challenges

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

Challenge number	Detail of challenge
1	<p>Greater complexity and level of need</p> <p>Pupils eligible for pupil premium often have a higher level or greater complexity of need and can often struggle to access more formal accreditation. 43.53% of pupils eligible for pupil premium are in Year 9 to Y11, therefore they are prioritised for offsite practical accreditations to continue to make sustained progress.</p>
2	<p>Lower progress in Reading and Maths.</p> <p>In 2020-2021 the gap in progress in reading was -6.8% which has reduced from -11% in 2019-2020, however the gap is still significant. In 2020-2021 the gap in progress in maths was -5.17%.</p> <p>Fewer pupils who are Children Looked After have made expected or above expected progress in English. In 2020-2021 the gap in progress in Reading was -8.8%.</p>
3	<p>Not exceeding expectations, with a focus on Maths and Speaking</p> <p>More pupils eligible for pupil premium have achieved above expected in three out of four areas of English in 2020-2021.</p> <p>In Maths and in Speaking, there are still less pupils who are eligible for PP achieving above expected. The gap in pupils achieving above expected progress in maths was -4.62% and in speaking -3.4%.</p>

4	<p>High anxiety of pupils who are eligible for Pupil Premium</p> <p>In summer 2021, 49 pupils in total had 25% or above of stage 1-3 days, 65.31% of these were pupils who were eligible for pupil premium. 17 pupils in total had 50% or above stage 1-3, 76.50% were pupils eligible for pupil premium.</p>
5	<p>Being Post-Looked After</p> <p>This group of pupils make less progress 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 and 2020-2021, although still remained in Reading, Writing and Number. CLA pupils have access to packages of support and the Virtual School system. They have termly review meetings and Pupil Premium Funding is available to target specific SMART objectives.</p>

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
<p>1 Greater complexity and level of need</p> <p>The gap will close between the progress of pupils who are eligible for pupil premium and those who are not.</p> <p>A greater number of pupils who are eligible for pupil premium will be engaged in highly relevant accreditations.</p>	<p>-To have well developed and embedded pathway specific targeted interventions for all pupil premium pupils.</p> <p>-Pupils eligible for pupil premium will have high levels of resilience and coping strategies to make as much progress as those who are not eligible.</p> <p>(Current School Development Plan B2 & B3)</p> <p>-Some pupils, and increasing numbers, will be engaged in accreditations off site with a focus on pupils eligible for pupil premium.</p> <p>-Accreditations will reflect good/ outstanding progress.</p> <p>(Current School Development Plan A5)</p>
<p>2 Lower progress in Reading and Maths.</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>-To have consistently effective curriculum interventions across school with a particular focus on pupils who are eligible for pupil premium.</p> <p>- Wider maths and reading interventions will be part of everyday best practice provision</p>

<p>The gap will close, or significantly reduce, between the progress of CLA pupils and those who are not.</p>	<p>in classrooms, with specific skills focus for pupils who are eligible for Pupil Premium.</p> <p>(Current School Development Plan A7)</p> <p>-There will be targeted pupil specific English interventions embedded into daily practice.</p> <p>-Data will consistently show good progress of CLA pupils in English.</p> <p>(Current School Development Plan A6)</p>
<p>3 Not exceeding expectations, with a focus on Maths and Speaking</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>-Data will consistently show good progress of pupils in maths and speaking.</p> <p>(Current School Development Plan A7)</p> <p>-The Communication and Interaction team will have developed highly targeted support and a consistent use of SALT interventions into daily practice across the pathways.</p> <p>(Current School Development Plan C1)</p>
<p>4 High anxiety of pupils who are eligible for Pupil Premium</p> <p>Pupils who are eligible for pupil premium will have fewer stage 1-3 days in line with pupils who are not eligible.</p>	<p>-There will be more good and outstanding days and fewer stage 1-3 days.</p> <p>-Pastoral and Intervention Team will be working effectively to deliver social and emotional targeted support to class teams.</p> <p>(Current School Development Plan B1)</p> <p>-Key staff in Forest and Orchard will be upskilled to use Woodland approaches</p> <p>(Current School Development Plan B3)</p>
<p>5 Being Post-Looked After</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>-Harder to reach families will have high engagement with school.</p> <p>-The range of new school therapies and external agencies will have a positive impact on pupils eligible for pupil premium.</p> <p>(Current School Development Plan B5)</p>

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: £30,519.90

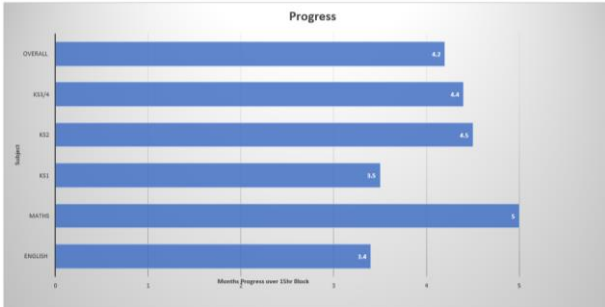
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving the provision for pupils to gain highly relevant accreditations on and offsite.</p> <p>-Leaders of accreditation will enhance and develop the provision for accreditation for pupils in all pathways. £5,000</p> <p>-Specific and relevant offsite accreditations will be sought and undertaken. £11,500</p>	<p>The EEF Pupil Premium guide identifies that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>The EEF report 'Effective Professional Development' states that high quality teaching can narrow the disadvantage gap, and promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. The report identifies a key action as ensuring professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	1&4
<p>Continuing to further enhance and embed the provision for practical maths across school.</p> <p>- The Math's Leader will conduct a pupil level analysis of the barriers to progress in maths for pupil premium pupils.</p> <p>-Practical maths training will be delivered to new staff as part of the core CPD offer. £2,250</p>	<p>The EEF reports 'Improving Mathematics in Early Years and Key Stage 1' and 'Improving Mathematics in Key Stage 2 and 3' identifies key actions to improve progress, including: developing practitioners' understanding of how children learn, integrating maths throughout the day, use assessment to build on pupil's existing knowledge and understanding and use tasks and resources to challenge and support pupil's mathematics.</p>	2
<p>Continuing to further enhance and embed the provision for reading across school.</p>	<p>The EEF Toolkit identifies Phonics as having a positive impact overall. Extensive evidence suggests phonics is an important component in the development of early reading skills,</p>	2

<p>-Implement standardised schemes and easy to use standardised assessment tools</p> <p>-Phonics training will be delivered to new staff as part of the core CPD offer</p> <p>-The English Leader will conduct a pupil level analysis of the barriers to progress in reading for pupil premium pupils with a focus on CLA pupils. Resources purchased to support this through Virtual School funding and the school model based on the Virtual School model.</p> <p>£2,250 Time and CPD £1,819.90 resources</p>	<p>particularly for particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have been consistently found to be effective in supporting pupils to master the basics of reading. Additionally, key findings from the Reading comprehension strategies Toolkit suggests reading comprehension approaches can be usefully combined with Phonics activities to develop reading skills.</p>	
<p>Priority Pupil Action Plans and allocated budget, clearly identifying PP eligible pupils</p> <p>-Pupils are identified as priorities based upon their academic or holistic progress. All pupil premium pupils are identified as priorities working at all progress levels. The expectation for pupil premium eligible pupils achieving the expected outcome, will be that these pupils are stretched to achieve above expectations. Resources purchased to support this through the school model based on the Virtual School model.</p> <p>£7,700 - £100 per PP pupil</p>	<p>The EEF Pupil Premium guide identifies that pupils eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.</p> <p>This is based on the Virtual School model, which has supported the improved progress of CLA pupils over recent years.</p>	<p>2&3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions). **Linked to School Lead Tutoring Grant.**

Budgeted cost: £66,766.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing specialist skills specific to each pathway to support greater complexity of need through creating an 'Intervention Culture' and building staff skills.</p> <p>Intervention team - 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>£50,000</p> <p>£2,001.00 25% top up School Lead Tutoring Grant contribution to Intervention Team</p>	<p>The EEF 'Extending School Time' tool kit highlights after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>Key findings from the EEF's Small tuition group Toolkit suggests small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Studies in England have shown that pupils eligible for free school meals typically receive benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive targeted support.</p>	1
<p>The C&I team will develop the skills of class teams with a focus on pupils who are eligible for pupil premium.</p> <p>The C&I team work with teachers to monitor the progress of pupils and the impact of the interventions.</p>	<p>The EEF's Oral language interventions Toolkit identifies approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	3

<p>£5,222.50 25% top up School Lead Tutoring Grant contribution to C&I team</p>		
<p>Pupil Premium pupils who have been more adversely impacted by the effects of lockdowns and disrupted education to be supported by the</p> <p>School Led Tutoring. This will be used to support specific areas of under performance in core subjects. Pupils receive 15 hours of tuition, targeted to their specific needs. 70% of this cost is subsidised with the final 30% coming from Southgate's budget.</p> <p>£2,999.00 25% top up School Lead Tutoring Grant for School Led Tutoring</p> <p>£544.10 for resources needed for School Led Tutoring</p>	<p>2&3</p>  <p>In the first cycle of the NTP (last year) pupils made an average of 4.2 months progress over the course of their 15 hours of tuition.</p>	
<p>Providing cross-pathway specialist support to develop the use of pathway specific strategies and skills across all pathways.</p> <p>-Specific skill sets to be shared across pathways with a particular focus on pupils eligible for pupil premium.</p> <p>-Introduce pathway led training/ staff meetings to share</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>4</p>

specialisms and practice. £6,000		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part of the role of the Family Liaison Officer will be to oversee the Post-Looked After pupils. Several of our post-looked after pupils display high levels of anxiety at home. The Family Liaison Officer will work with their families and carers to signpost to services that are available to support them.</p> <p>The Family Liaison Officer and DT lead will track, monitor and review the impact of the school therapies and external agencies involvement for each pupil eligible for pupil premium. £20,000</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 Parental Engagement toolkit highlights the positive impact of parental engagement which can improve attainment and reduce the attainment gap.</p>	5

Total Cost: £117,286.50

Part B: Review of outcomes in the previous academic year

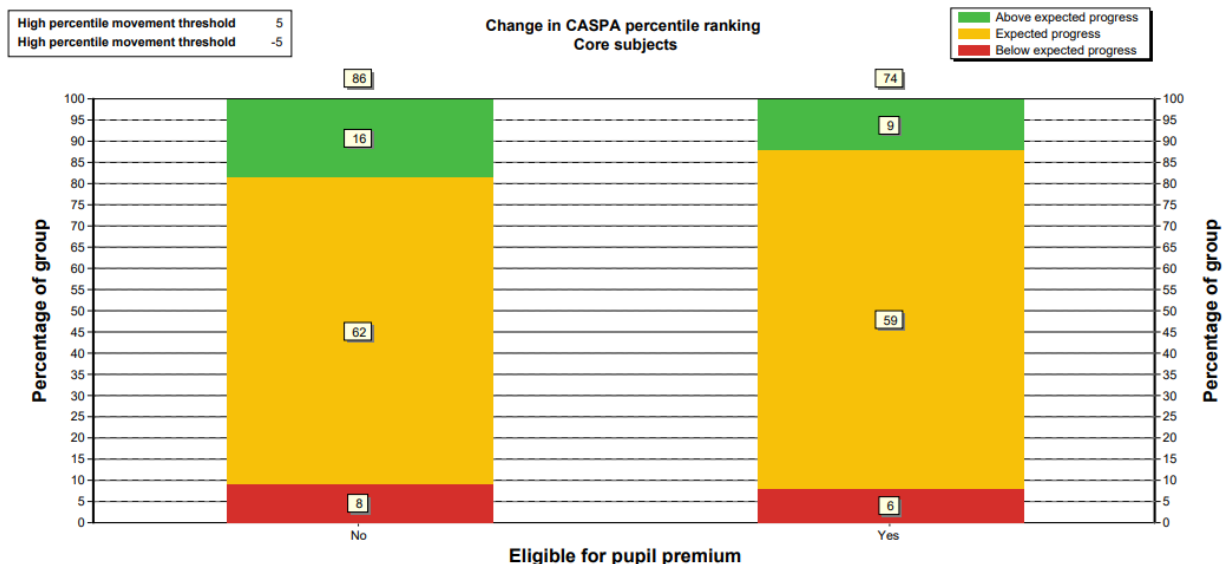
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

1 Greater complexity and level of need

Intended Outcome: The gap will close between the progress of pupils who are eligible for pupil premium and those who are not.

Review: **Achieved.** Pupils who are eligible for Pupil Premium have a lower percentage of below expected progress and a higher percentage of expected progress in 2022.



Intended Outcome: A greater number of pupils who are eligible for pupil premium will be engaged in highly relevant accreditations.

Review: **Achieved.** Analysis shows that accreditations were closely matched to pupil's prior attainment for all pupils. The breadth of accreditations was expanded across the school. The introduction of the Entry Level Award in Motor Vehicle Studies (Entry 3) particularly benefitted pupils eligible for pupil premium, as 80% of pupils achieving this award were eligible.

2 Lower progress in Reading and Maths.

Intended Outcome: The gap will close, or significantly reduce, between the progress of pupils who are eligible for pupil premium and those who are not.

Review: **Achieved but ongoing.** The gap has continued to decrease for reading and has decreased again after a rise in 2020-21. Our aim is to continue to reduce and then eliminate this gap.

Reading attainment gap (PP yes to PP no):

2018-19 -8.8%

2019-20 -11%

2020-21 -6.8%

2021-22 -4.19%

Maths attainment gap (PP yes to PP no):

2018-19 +28.2%

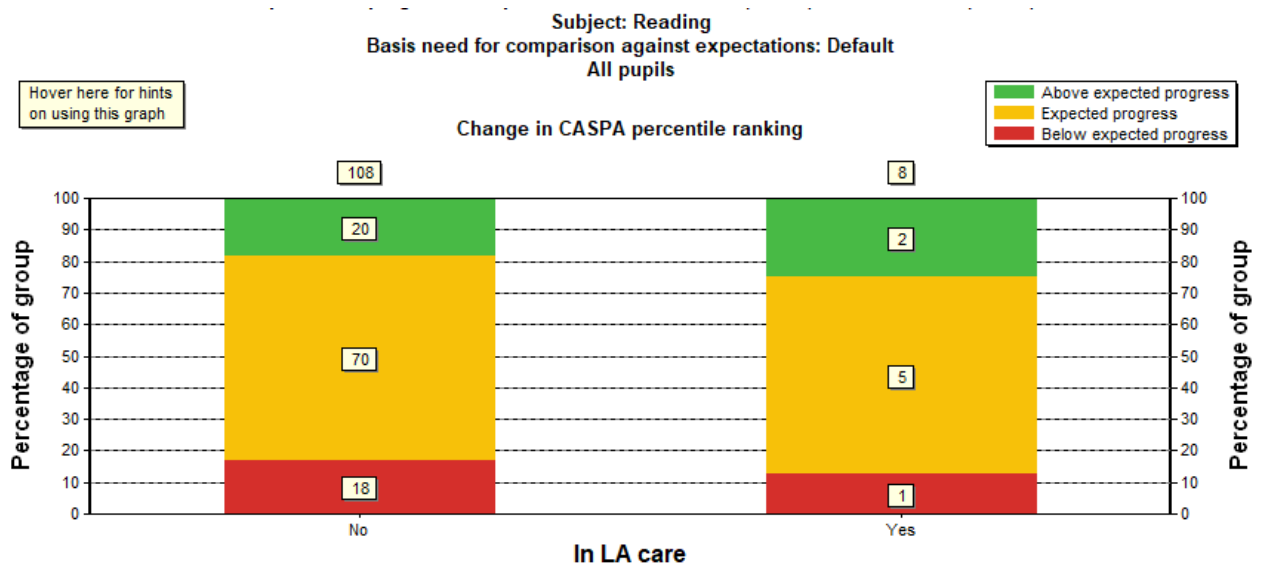
2019-20 -1.2%

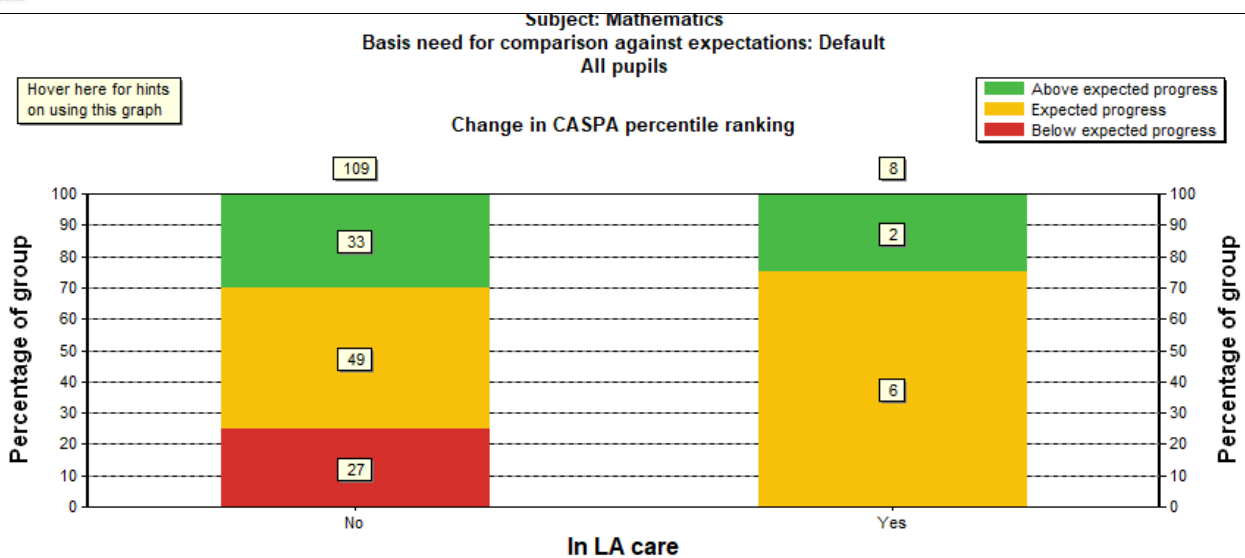
2020-21 -5%

2021-22 -2%

Intended Outcome: The gap will close, or significantly reduce, between the progress of CLA pupils and those who are not.

Review: **Achieved.** The progress of pupils who are CLA has exceeded the progress of pupils who are not CLA in both reading and maths.





3 Not exceeding expectations, with a focus on Maths and Speaking

Intended Outcome: 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'.

Review: Achieved. In an average over all subjects, more pupils eligible for pupil premium achieved above expected progress than pupils not eligible, with a +0.9% difference. The gap has been eliminated in three of the four focus areas, and in one area the gap hasn't been eliminated but it has reduced.

Attainment gap in the percentage of pupils achieving above expected in Summer 2020-21.

Speaking: -3.4%

Number: -3.2%

Using & Applying: -2.9%

Shape, Space & Measure: -5.6%

Percentage of pupils achieving above expected in Summer 2021-22.

Speaking: +1.6%

Number: +0.4%

Using & Applying: -2.6%

Shape, Space & Measure: +1.9%

4 High anxiety of pupils who are eligible for Pupil Premium

Intended Outcome: Pupils who are eligible for pupil premium will have fewer stage 1-3 days in line with pupils who are not eligible.

Review: Ongoing. Pupils who are eligible for Pupil Premium have more outstanding days than pupils who are not eligible, but they also have more days with stage 1 and 2 levels of anxiety. Stage 3 is comparable, but the number of incidents that resulted in physical interventions are significantly greater for pupils eligible for pupil premium. Therefore, this will continue to be an area for ongoing prioritisation.

	Outstanding	Good	Stage 1	Stage 2	Stage3	N0 of Physical Intervention
Pupil Premium	12 %	57%	22 %	8 %	1 %	431
Non Pupil Premium	10 %	67%	18 %	4 %	1 %	77

5 Being Post-Looked After

Intended Outcome: 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.

Review: Ongoing. These are small groups of pupils (9 CLA and 8 Post-CLA) and therefore statistical comparison can be challenging as individual circumstances have a bigger impact. The progress of pupils who are CLA or post-CLA is monitored at an individual pupil level termly by the Designated Teacher, the Virtual School and Governors. However, the progress of pupils who are post-CLA has improved over time. The difference between post-CLA pupils achieving above expected compared to non-looked after pupils is -4%, but all post-CLA pupils made expected progress of better.

