

Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of Pupil Premium and Covid Recovery Premium for the 2022 to 2023 academic year. The aim of this funding is to help improve the attainment of our disadvantaged pupils.

It outlines the rationale behind our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Southgate School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	57.05% (97 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Paul Evans
Pupil premium lead	Ruth Cranmer
Governor lead	Richard Baines

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,945*
Recovery premium funding allocation this academic year	£78,214*
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	£186,159
*The pupil premium money for pupils who are looked after goes directly to the Kirklees Virtual School, where we can apply to access the funding linked to specific outcomes.	

Part A: Pupil premium strategy plan (Autumn 2023)

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 2022 census, a total of **57.05%** of pupils on roll at Southgate School were eligible for all Pupil Premiums. **49.99%** pupils were eligible for the ever-6 FSM deprivation Pupil Premium. **5.88%** pupils were eligible for Children Looked After Pupil Premium and **5.88%** 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 require higher levels of personalisation to support them to access the curriculum and accreditations.</p>
2	<p>Lower progress in Reading and Maths.</p> <p>The gap has continued to decrease and has decreased again after a rise in 2020-21. Our aim is to continue to reduce and then eliminate this gap.</p> <p>Reading attainment gap (PP yes to PP no):</p> <ul style="list-style-type: none"> • 2018-19 -8.8% • 2019-20 -11% • 2020-21 -6.8% • 2021-22 -4.19% <p>Maths attainment gap (PP yes to PP no):</p> <ul style="list-style-type: none"> • 2018-19 +28.2% • 2019-20 -1.2% • 2020-21 -5% • 2021-22 -2%
3	<p>High anxiety of pupils who are eligible for Pupil Premium</p>

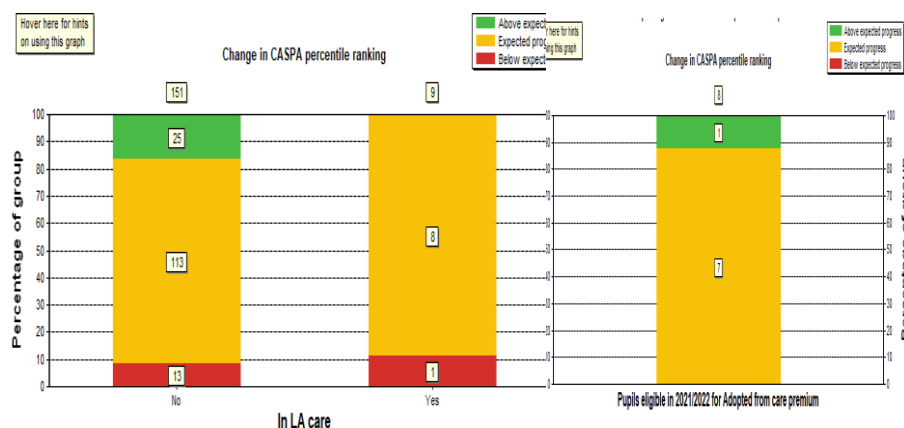
Pupils who are eligible for Pupil Premium have more outstanding days than pupils who are not eligible, but they also have more days with stage 1 and 2 levels of anxiety. Stage 3 is comparable, but the number of incidents that resulted in physical interventions are significantly greater for pupils eligible 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

4

Progress of pupils who are Looked After or Post-Looked After

These are small groups of pupils (8 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. After being a focus in previous Pupil Premium Strategies, the progress of pupils who are CLA and post-CLA has improved. This will continue to be identified as a 'challenge' to ensure ongoing monitoring and prioritisation.



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
1 Greater complexity and level of need Pupils who are eligible for pupil premium will be engaged in highly relevant, personalised curriculum and accreditations to allow them to make good or better progress.	- Priority Pupil funding will be used by teachers to personalise the provision or curriculum (monitored as part of the pupil premium budget). - The gap will close, or significantly reduce, between the progress of pupils who are eligible for pupil premium and those who are not.
2 Lower progress in Reading and Maths. Pupils who are eligible for pupil premium will make good or better progress in Reading and Maths.	- The gap will close, or significantly reduce, between the progress of pupils who are eligible for pupil premium and those who are not. - The English and Maths Lead will be able to demonstrate their impact of improving progress for individuals or groups of pupils.
3 High anxiety of pupils who are eligible for Pupil Premium Pupils who are eligible for pupil premium will have lower levels of anxiety to allow them to engage positively in learning opportunities and make more progress.	- Pupils eligible for pupil premium will have fewer stage 1-3 days and fewer physical interventions in comparison to the 2021-22 data. - The difference will reduce between pupils who are eligible for pupil premium and pupils who are not eligible in Stage 1-3 days and physical interventions. - The Pastoral and Intervention Team & Therapy Team will be able to demonstrate their impact of reducing anxiety for individuals or groups of pupils.
4 Progress of pupils who are Looked After or Post-Looked After The progress of pupils who are CLA or Post-CLA will remain comparable or better to pupils who are not.	- Pupil progress data will consistently show good or better progress of pupils who are CLA or post-CLA, inline with those who are not. - The Designated Teacher will be able to demonstrate their impact of improving progress for individuals or groups of pupils.

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: £5,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to further enhance and embed the provision for maths across school.</p> <p>-Implement standardised assessment tools and other internal assessments to better track and assess pupil progress</p> <p>-Maths training will continue be delivered to new staff as part of the core CPD offer.</p> <p>-SSM has been identified as an area of slower progress in 2021-22 and so has been identified in the School Development Plan. The Maths Leader will implement an action plan to tackle this slower progress in SSM.</p> <p>£2,830.50 for training and resources to improve teaching and contribution to the TLR payment for a middle leader.</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 English across school.</p> <p>-Implement standardised assessment tools and other internal assessments to better track and assess pupil progress</p> <p>-Phonics training will be delivered to new staff as part of the core CPD offer</p> <p>-Listening has been identified as an area of slower progress in 2021-22 and so has been identified in the</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, 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</p>	2

<p>School Development Plan. The English Leader will implement an action plan to tackle this slower progress in Listening.</p> <p>£2,830.50 for training and resources to improve teaching and contribution to the TLR payment for a middle leader.</p>	<p>combined with Phonics activities to develop reading skills.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring National Tutoring Program</p> <p>-The School Led Tutoring Grant will be used to support Priority Pupils through our School Led Tutor.</p> <p>-School Led Tutoring Grant will be used enable pupils to access a wider range of accreditations (SDP a3) through Lightbulb Tuition.</p> <p>-School Led Tutoring Grant will also be used to support specific Intervention through the Pastoral and Intervention Team.</p> <p>£25,098 to contribute as 40% of the SLT expenditure</p> <p>+ £1000 SLT resources.</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> <p>More in depth impact review on NTP review document.</p>	<p>1, 2 & 4</p>

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

Budgeted cost: £154,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Priority Pupil allocated budget</p> <ul style="list-style-type: none"> -Each term pupils are identified as 'Priority Pupils' based upon their academic progress, holistic progress or through analysis of behaviour and attendance data. -Resources to support the progress of Priority Pupils are requested by teachers and overseen by the Pupil Premium budget holder to ensure they are high quality and impact driven. <p>£19400 - £200 per PP pupil- Funding was spent on whole school resources that have a positive impact on pupils who are eligible for pupil premium but not exclusively for their use.</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>1, 2, 3, 4</p>
<p>Pastoral & Intervention Team</p> <ul style="list-style-type: none"> - Pupils eligible for Pupil Premium often have a higher level or greater complexity of need. -Pupils eligible for Pupil Premium have higher levels of anxiety and physical intervention. -Therefore they are prioritised for interventions to ensure that they continue to make sustained progress. <p>£91,000 for Pastoral & Intervention Team</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>	<p>3</p>
<p>Therapy Team</p> <ul style="list-style-type: none"> - Pupils eligible for Pupil Premium often have a higher level or greater complexity of need. -Pupils eligible for Pupil Premium has higher levels of anxiety and physical intervention. -Therefore they are prioritised for interventions to ensure that they continue to make sustained progress. <p>Therapy Team £44,000</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>	<p>3</p>

Total budgeted cost: £186,159

Part B: Review of outcomes in the previous academic year (Summer 2023)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1 Greater complexity and level of need

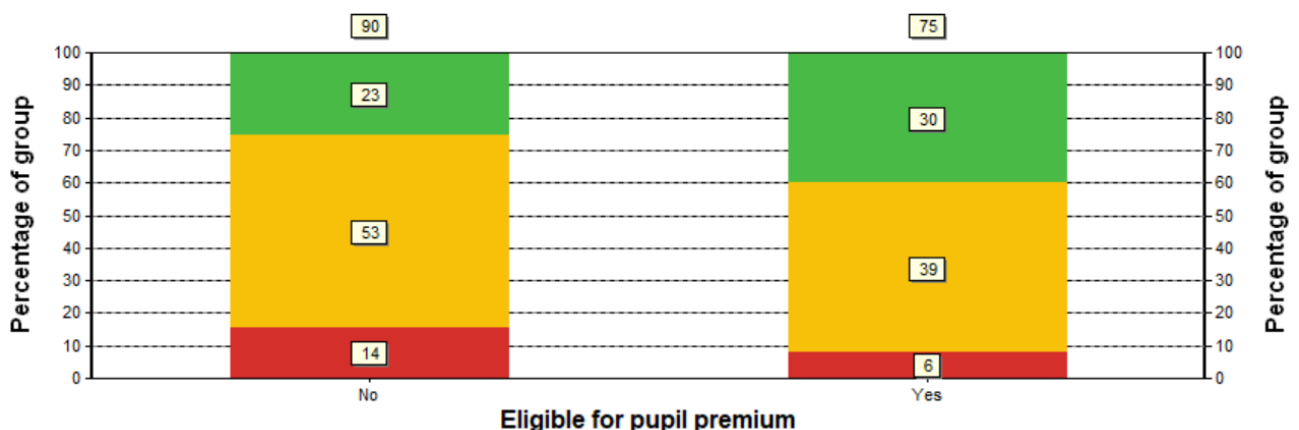
Pupils who are eligible for pupil premium will be engaged in highly relevant, personalised curriculum and accreditations to allow them to make good or better progress.

Intended Outcomes:

- Priority Pupil funding will be used by teachers to personalise the provision or curriculum (monitored as part of the pupil premium budget).
- 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

Pupils who are eligible for Pupil Premium are making better progress than pupils who are not I receipt of pupil premium! Last year, those eligible for pupil premium were less likely to make above expected progress but this has changed due to the Pupil Premium Strategy for 2022-23 and a larger percentage of pupils who are eligible for Pupil Premium have made above expected progress too. Resources purchased for pupils were not exclusively used for pupil who are eligible for pupil premium but these have had a positive impact of pupil progress.



2 Lower progress in Reading and Maths.

Pupils who are eligible for pupil premium will make good or better progress in Reading and Maths.

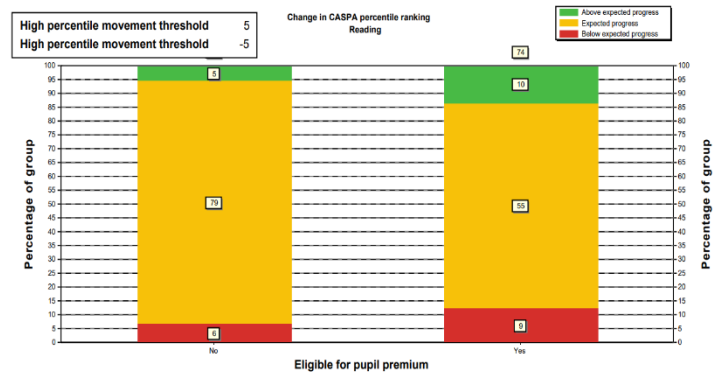
Intended Outcome:

- The gap will close, or significantly reduce, between the progress of pupils who are eligible for pupil premium and those who are not.
- The English and Maths Lead will be able to demonstrate their impact of improving progress for individuals or groups of pupils.

Review: Largely achieved (ongoing monitoring for Reading to ensure accelerated progress continues to close the gap)

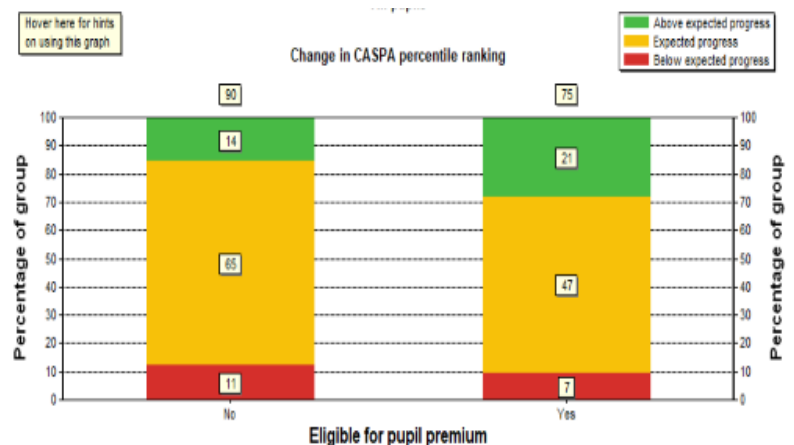
Reading attainment gap (PP no to PP yes)

- 2018-19 -8.8%
- 2019-20 -11%
- 2020-21 -6.8%
- 2021-22 -4.19%
- 2022-23 -5.5% However, the gap for pupils making above expected progress is +7.9%, showing that more Pupil Premium eligible pupils are making accelerated progress.



Maths attainment gap (PP no to PP yes)

- 2018-19 +28.2%
- 2019-20 -1.2%
- 2020-21 -5%
- 2021-22 -2%
- 2022-23 +2.9% Additionally, the gap for pupils making above expected progress is +16.2%, showing that more Pupil Premium eligible pupils are making accelerated progress.



3 High anxiety of pupils who are eligible for Pupil Premium

Pupils who are eligible for pupil premium will have lower levels of anxiety to allow them to engage positively in learning opportunities and make more progress.

Intended Outcome:

- Pupils eligible for pupil premium will have fewer stage 1-3 days and fewer physical interventions in comparison to the 2021-22 data.
- The difference will reduce between pupils who are eligible for pupil premium and pupils who are not eligible in Stage 1-3 days and physical interventions.
- The Pastoral and Intervention Team & Therapy Team will be able to demonstrate their impact of reducing anxiety for individuals or groups of pupils.

Review: **Achieved** (but ongoing to ensure the gap continues to decrease)

Percentage of high anxiety daily record for PP pupils:

- 2021-22 30%
- 2022-23 27.4% (decrease)

Number of physical interventions for PP pupils:

- 2021-22 431
- 2022-23 322 (decrease)

Difference between percentage of high anxiety days (stage 1 & 2) (PP yes to PP no):

- 2021-22 -8%
- 2022-23 -3% (decreased)

	Outstanding	Good	S1 anxiety	S2 anxiety	S3 Crisis	S3 PI
Pupil Premium (80)	15.84%	56.79%	20.68%	6.70%	180	322
Non-Pupil Premium (91)	12.29%	63.31%	18.51%	5.89%	108	266
Difference	+3.54%	- 6.52%	+2.17%	+0.81%	+72	+56

4 Progress of pupils who are Looked After or Post-Looked After

The progress of pupils who are CLA or Post-CLA will remain comparable or better to pupils who are not.

Intended Outcome:

-Pupil progress data will consistently show good or better progress of pupils who are CLA or post-CLA, in line with those who are not.

-The Designated Teacher will be able to demonstrate their impact of improving progress for individuals or groups of pupils.

Review: Achieved.

These are small groups of pupils and therefore statistical comparison can be challenging as individual circumstances have a bigger impact (in the comparison table below 1 or 2 pupils makes a big percentage change). The progress of all pupils who are CLA or post-CLA continues to be monitored at an individual pupil level termly by the Designated Teacher, the Virtual School and Governors.

	All Pupils	CLA	Post-CLA
2021-22 Expected & Above	91.4%	88.9% *	100%
2021-22 Above	16.5%	0%	12.5% *
2022-23 Expected & Above	90.1%	85.7% *	71.4%
2022-23 Above	71.4%	14.3% *	14.3% *

*= 1 pupil

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