

# Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of Pupil Premium and Covid Recovery Premium for the 2023 to 2024 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	58.9% (100 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£118,990
Covid Recovery premium funding allocation this academic year	£80,740 (estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£199,730
*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

### 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 2023 census, a total of **58.9%** of pupils on roll at Southgate School were eligible for all Pupil Premiums. **52.4%** pupils were eligible for the ever-6 FSM deprivation Pupil Premium. **4.7%** 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><b>Attendance of pupils eligible for Pupil Premium</b></p> <p>Weekly Pupil Focus meetings track the attendance of all pupils, analyse particular Priority Pupils and monitor the gap in attendance between pupils eligible for pupil premium and those not. These meetings have identified that for most of 2022-23 the gap in attendance was greater than 1%, although by the end of the year this had decreased. Priority pupils have been identified by the Pastoral and Intervention Team for specific intervention and support around attendance.</p>
2	<p><b>Pupils making below expected progress in Reading and Number</b></p> <p>In most subject areas in 2022-23 and the numbers of pupils eligible for Pupil Premium making accelerated progress increased and the gap continued to close. In depth data analysis shows the following specific focus areas to continue to reduce and then eliminate this gap.</p> <p><b>Reading attainment gap (PP yes to PP no):</b></p> <ul style="list-style-type: none"> <li>• 2018-19 -8.8%</li> <li>• 2019-20 -11%</li> <li>• 2020-21 -6.8%</li> <li>• 2021-22 -4.19%</li> </ul>

	<ul style="list-style-type: none"> <li>2022-23 <b>-5.5%</b> However, the gap for pupils making above expected progress is <b>+7.9%</b>, showing that more Pupil Premium eligible pupils are making accelerated progress.</li> </ul> <p><b>Maths attainment gap (PP yes to PP no)</b></p> <ul style="list-style-type: none"> <li>2018-19 <b>+28.2%</b></li> <li>2019-20 <b>-1.2%</b></li> <li>2020-21 <b>-5%</b></li> <li>2021-22 <b>-2%</b></li> <li>2022-23 <b>+2.9%</b> Additionally, the gap for pupils making above expected progress is <b>+16.2%</b>, showing that more Pupil Premium eligible pupils are making accelerated progress.</li> </ul> <p>In maths, <b>Number</b> is the specific area where there is a larger cohort of pupils eligible for pupil premium who are not making expected progress. The percentage of pupils making below expected progress in 2022-23 was:</p> <ul style="list-style-type: none"> <li>8.8% of pupils not eligible for pupil premium</li> <li>13.3% of those who are eligible for pupil premium</li> </ul>
3	<p><b>Progress of Priority Pupils</b></p> <p>Overall, in 2022-23 the progress of pupils eligible for pupil premium was better than those who are not eligible, reflecting the accelerated progress that most pupils are making to close the gap. However, there are some pupils who face more personalised barriers to their progress in one or more area of their progress. These Priority Pupils are identified in termly assessment analysis and require a more personalised approach to accelerating their progress.</p>
4	<p><b>Higher anxiety of pupils who are eligible for Pupil Premium</b></p> <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, more crisis incidents and more physical interventions. In 2022-23 this improved as pupils eligible for pupil premium had fewer high anxiety days and the gap reduced between those eligible for PP and those not eligible. However, this will continue to be an area for ongoing prioritisation to ensure the gap continues to close.</p> <p><b>Percentage of high anxiety daily record for PP pupils</b></p> <ul style="list-style-type: none"> <li>2021-22 <b>30%</b></li> <li>2022-23 <b>27.4% (decrease)</b></li> </ul> <p><b>Number of physical interventions for PP pupils</b></p> <ul style="list-style-type: none"> <li>2021-22 <b>431</b></li> <li>2022-23 <b>322 (decrease)</b></li> </ul> <p><b>Difference between percentage of high anxiety days (stage 1 &amp; 2) (PP yes to PP no)</b></p> <ul style="list-style-type: none"> <li>2021-22 <b>-8%</b></li> <li>2022-23 <b>-3% (decreased)</b></li> </ul>

	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

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

These are small groups of pupils (8 CLA and 10 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 **mostly** improved. This will continue to be identified as a 'challenge' to ensure ongoing monitoring and prioritisation.

	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

## 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><b>1 Attendance of pupils eligible for Pupil Premium</b></p> <p>Pupils who are eligible for pupil premium will have improved attendance at school and the gap in attendance between those eligible and those not eligible will decrease.</p>	<p>-The attendance gap will close, or significantly reduce, between the attendance of pupils who are eligible for pupil premium and those who are not.</p> <p>-The Pastoral and Intervention Manager overseeing attendance will be able to demonstrate their impact of improving attendance for individuals or groups of pupils.</p>
<p><b>2 Pupils making below expected progress in Reading and Number</b></p> <p>Pupils who are eligible for pupil premium will make good or better progress in Reading and Number.</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 English and Maths Lead will be able to demonstrate their impact of improving progress for individuals or groups of pupils.</p>
<p><b>3 Progress of Priority Pupils</b></p> <p>Priority Pupils will be engaged in highly relevant, personalised interventions and lessons to allow them to make accelerated progress and close the gap.</p>	<p>-Priority Pupil funding will be used by teachers to personalise the provision or curriculum (monitored as part of the pupil premium budget)</p> <p>-Priority pupils will make accelerated progress to close the gap in priority areas</p> <p>-The Academic Mentor will be able to demonstrate their impact on the progress of Priority Pupils.</p>
<p><b>4 High anxiety of pupils who are eligible for Pupil Premium</b></p> <p>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.</p>	<p>-Pupils eligible for pupil premium will have fewer stage 1-2 days and fewer stage 3 crisis and physical interventions, in comparison to the 2022-23 data.</p> <p>-The difference in stage 1-2 days and stage 3 crisis and physical interventions will reduce between pupils who are eligible for pupil premium and pupils who are not eligible</p> <p>-The Pastoral and Intervention Team, Academic Mentor and Therapy Team will be able to demonstrate their impact on reducing anxiety for individuals or groups of pupils.</p>

<b>5 Progress of pupils who are Looked After or Post-Looked After</b> 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, 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.
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## 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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Continuing to further enhance and embed the provision for maths across school.</b> -Maths training will continue be delivered to new staff as part of the core CPD offer  -Maths resources or interventions will be researched and introduced to staff to improve progress in specific areas  -Number has been identified as an area of slower progress for pupils who are eligible for pupil premium in 2022-23. The Maths Leader will implement an action plan to tackle this.  £3,000.00 for training and resources to improve teaching	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.	2, 3
<b>Continuing to further enhance and embed the provision for English across school.</b> -Phonics training will be delivered to new staff as part of the core CPD offer	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 particularly for	2, 3

<p>-Reading has been identified as an area of slower progress for pupils who are eligible for pupil premium in 2022-23. The English Leader will implement an action plan to tackle this, including the introduction of Little Wandle.</p> <p>£3,000.00 for training and resources to improve teaching</p>	<p>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><b>Accessing services from external professionals and training for staff to improve attendance.</b></p> <p>-Additional services from professionals will be researched and obtained to improve attendance e.g. APSO, School Nurse etc</p> <p>-Training, conferences and courses with a focus on improving attendance for particular groups of pupils will be researched and attended.</p> <p>£10,000.00 for training and services to improve attendance</p>	<p>The EEF and Youth Endowment Fund 'Evidence brief on improving attendance and support for disadvantaged pupils' recognises a need for further research but identifies teaching social and emotional skills, introducing responsive and targeted (personalised) approaches and improving parental engagement and communication as areas that provide small positive impacts in improving attendance.</p>	1

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,732.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>National Tutoring Program</b></p> <p>-The NTP Grant will be used to support Priority Pupils through our Academic Mentor.</p> <p>-The NTP Grant will be used enable pupils to access a wider range of accreditations through Lightbulb Tuition.</p> <p>£16,567.50 to contribute as 50% of the NTP expenditure</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>The intended outcomes, evidence, rationale and impact of the NTP is</p>	2, 3, 5



<p><b>£1,000 SLT resources &amp; training</b></p> <p><b>£12,165 as a contribution to the cost of Academic Mentoring for priority pupils</b></p>	documented on the 'National Tutoring Program Strategy'.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £153,997.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority Pupil allocated budget</b></p> <ul style="list-style-type: none"> <li>-Each term pupils are identified as 'Priority Pupils' based upon their academic progress, holistic progress or through analysis of behaviour and attendance data.</li> <li>-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.</li> </ul> <p><b>£20,000 - £200 per PP pupil</b></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>	1, 2, 3, 4, 5
<p><b>Pastoral &amp; Intervention Team</b></p> <ul style="list-style-type: none"> <li>- Pupils eligible for Pupil Premium often have a higher level or greater complexity of need.</li> <li>-Pupils eligible for Pupil Premium have higher levels of anxiety and physical intervention.</li> <li>-Therefore they are prioritised for interventions to ensure that they continue to make sustained progress.</li> </ul> <p><b>£91,000 for Pastoral &amp; Intervention Team</b></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>	4, 5
<p><b>Therapy Team</b></p> <ul style="list-style-type: none"> <li>- Pupils eligible for Pupil Premium often have a higher level or greater complexity of need.</li> </ul>	<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</p>	4, 5



<p>-Pupils eligible for Pupil Premium has higher levels of anxiety and physical intervention.</p> <p>-Therefore they are prioritised for interventions to ensure that they continue to make sustained progress.</p> <p>£42,000 Therapy Team</p>	<p>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><b>Attendance</b></p> <p>- The statistical gap in attendance between pupils eligible for PP and those not eligible is over 1%.</p> <p>-Some pupils eligible for pupil premium are identified as Priority Pupils for attendance and require more personalised support.</p> <p>-Therefore, pupils whose attendance is a concern are prioritised for interventions to ensure that they continue to make sustained improvement in their attendance.</p> <p>£997.50 Personalised Resources and Interventions to improve attendance</p>	<p>The EEF and Youth Endowment Fund 'Evidence brief on improving attendance and support for disadvantaged pupils' recognises a need for further research but identifies teaching social and emotional skills, introducing responsive and targeted (personalised) approaches and improving parental engagement and communication as areas that provide small positive impacts in improving attendance.</p>	1

**Total budgeted cost: £199,730**