

Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of Pupil Premium funding for the 2025 - 2026 academic year. The aim of this funding is to help improve the attainment of our disadvantaged pupils. This document 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 | 184 |
| Proportion (%) of pupil premium eligible pupils | 60.3% (111 pupils) |
| Academic year/years for current Pupil Premium Strategy plan | 2025-2026 |
| Date on which the plan is reviewed | September 2026 |
| Statement authorised by | Ruth Cranmer |
| Pupil Premium Lead | Liz Drye |
| Governor Lead | Richard Baines |

Funding overview

| Detail | Amount |
|-------------------------------------------------------------------------------------------|-----------------------------|
| Pupil Premium funding allocation this academic year | £135,790 (estimated) |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £135,790 |

The estimated budget is based on the data from government for our pupils with Pupil Premium at the time of the census in October the previous year, and funds are received when the school budget is allocated in April.

Some pupils come under more than one heading but we only receive the one premium for them.

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of Pupil Premium is to raise the attainment of disadvantaged pupils, close gaps in attainment between these pupils and pupils not eligible for Pupil Premium, and help these pupils to make progress which is at least as good as other pupils.

The EEF (Education Endowment Foundation) 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

Key challenges to achievement that we have identified among our disadvantaged pupils for the 2025-26 year are outlined below.

| Challenge number | Detail of Challenge |
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| 1 | <p>Pupil Attendance In 2024-25, pupils who are eligible had somewhat, but not significantly, lower attendance than pupils who are not eligible.</p> <p>School needs to be able to measure changes in attendance year on year, in order to identify any areas for development.</p> <p>School needs to be able to meet the challenge of continuing to provide novel, bespoke intervention support for individual pupils and their families to improve their child's attendance. Case studies from previous years show a significant positive impact of our personalised interventions on attendance.</p> |
| 2 | <p>Pupil Anxiety Anxiety data shows an ongoing, steady improvement year-on-year for pupils who are eligible for Pupil Premium. To ensure that this continues, anxiety levels remain a key area to be monitored and pro-actively supported.</p> <p>School needs to continue to focus on supporting pupils with anxiety to deescalate (in the moment) and to develop strategies for self-regulation (in the longer term).</p> <p>School needs to continue to provide bespoke support for individual pupils. Case studies show that Southgate's novel and personalised approaches have a significant, positive impact for pupils' anxiety levels in the longer term.</p> |
| 3 | <p>Specialist support In the current climate of external services being reduced or discontinued, Southgate is working to provide this crucial diminishing support in-house. However, we have limited scope to replicate the roles of specialist professionals: a recent school case study exemplified that, despite in-school intervention, a pupil's anxiety levels remained high due to support not being available from appropriate external agencies. Despite this, we continue to provide for our pupils' needs the best we can with the resources available to us, and we target support effectively to pupils eligible for Pupil Premium.</p> |
| 4 | <p>Progress of Priority Pupils</p> |

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| | <p>School needs to ensure pupils not making expected progress are identified in a timely manner, & that interventions are put in place the enable them to make accelerated progress to catch up. We need to continue to monitor and reduce the gap between the progress of pupils eligible for Pupil Premium and those who are not eligible.</p> <p>Last year, the system for identifying pupils needing Pupil Priority intervention were evaluated and adapted. This year, the new system is being implemented, and its effectiveness is being monitored and reviewed over the year.</p> <p>School needs to continue to develop and refine the intervention work undertaken by the Learning Mentor, to ensure that it continues to support pupils to make accelerated progress, & to explore ways to disseminate strategies and teaching methods back to class teams. This will enable more pupils to access this quality provision and teaching, increasing the impact of the Learning Mentor across school.</p> |
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Intended Outcomes

This section 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 |
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| <p>1 Pupil Attendance</p> <p>The gap between the attendance of pupils who are eligible for Pupil Premium and those who are not eligible will continue to reduce year on year.</p> | <p>Compared to last year, the attendance gap reduces between pupils who are eligible for Pupil Premium and pupils who are not eligible.</p> <p>The Pastoral and Intervention Manager overseeing attendance demonstrates their impact of improving attendance for individuals or groups of pupils via case studies.</p> |
| <p>2 Pupil Anxiety</p> <p>Pupils who are eligible for Pupil Premium will have shown an ongoing gradual improvement in anxiety levels year-on-year.</p> <p>The gap between the anxiety levels of pupils who are eligible for Pupil Premium and those who are not eligible will reduce compared to last year.</p> | <p>Pupils who are eligible for Pupil Premium have fewer Stage 1-2 (anxiety) days, fewer Stage 3 (crisis) incidents, and less physical interventions year-on-year.</p> <p>The gap between pupils who are eligible and pupils who are not for Stage 1-2 days, Stage 3 crisis incidents, and numbers of physical interventions reduces.</p> <p>The Pastoral and Intervention Team, Academic Mentor and Therapy Team demonstrate their impact on reducing anxiety for individuals or groups of pupils.</p> |
| <p>3 Progress of Priority Pupils</p> <p>The progress for pupils who are eligible for Pupil Premium will be good.</p> <p>The gap between progress of pupils eligible for Pupil Premium and those who are not will reduce.</p> | <p>Pupils not making expected progress are identified in a timely manner & interventions are in place the enable them to make accelerated progress to catch up.</p> <p>The new system for Pupil Priority identification is in place, & its effectiveness is monitored and evaluated through the year.</p> <p>Intervention work undertaken by the Academic Learning Mentor continues to enable pupils to make accelerated progress.</p> |

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| | Strategies used by the Academic Learning Mentor are disseminated back to class teams, enabling more pupils to access this quality provision and teaching, & consequentially enabling better pupil progress. |
| <p>4 Specialist support</p> <p>School will continue to source alternative external specialist support, and continue to build in-house expertise, to support plugging the gap left by the reduction in external services.</p> <p>Pupil eligible for Pupil Premium have at least the same access external services as pupils who are not.</p> | <p>The Pastoral and Intervention Manager overseeing specialist support demonstrates their impact in providing specialist provision for individuals or groups of pupils, via case studies.</p> <p>School has a clear awareness of services which are no longer available externally & has a plan for how to deliver specialist support in other ways.</p> |

Part B: Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

High quality teaching (such as CPD, recruitment and retention)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Continue to develop staff skills to teach effectively across all subjects</p> <p>The Academic Mentor shares good practice / strategies to support teachers & ETAs deliver effective teaching within class, to enable Priority Pupils eligible for Pupil Premium make accelerated progress.</p> <p>Teachers attend CPD around accurately identifying pupils not making expected progress, & exploring strategies / teaching to address this within whole-class teaching.</p> <p>All staff attend training around understanding how the individual needs of pupils eligible for Pupil Premium affect their access to learning, & explore often novel teaching strategies for how to overcome barriers to this.</p> <p>The new Maths Subject Leader is supported to gain familiarity with her new role & to continue participation in the West Yorkshire Maths Hub, to support & develop the teaching of maths across school.</p> <p>The English Subject Leader continues to support teachers & ETAs across school in the effective teaching of phonics, alongside alternative strategies / approaches, to support pupils eligible for Pupil Premium.</p> <p>The Maths & English Subject Leaders liaise with the Assessment Lead as part of the long term development of assessment, to ensure that</p> | <p>The high impact of some interventions can be attributed to the teaching approaches rather than the aim of the specific intervention itself (EEF Toolkit for Oral Language Interventions).</p> <p>The impact of phonics teaching is considered to be moderate for a very low cost (EEF Toolkit for Phonics). Collation of evidence by the University College London notes that the teaching of reading needs to incorporate strategies beyond</p> | 3 |

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| <p>teachers accurately measure attainment & progress of pupils eligible for Pupil Premium.</p> <p>A rolling CPD programme is in place to cover all curriculum areas for all teachers, to ensure good quality teaching & to enable teachers to be kept abreast of current developments in each curriculum area.</p> <p>Peer-coaching for teachers is in place to share good practice, & build the skills of less experienced / confident teachers as per their professional development needs.</p> <p>Teacher meetings take place to support teachers to target support as appropriate for pupils eligible for Pupil Premium.</p> <p>£5000 for training and resources to improve teaching.</p> <p>Actual cost (July 2026): £TBC</p> | <p>phonics (UCL News Jan 2022). Hence Southgate’s use of other resources, such as a focus on reading comprehension, which also evidences high impact for very low cost for teaching these skills (EEF Toolkit for Reading Comprehension Strategies).</p> | |
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Targeted academic support (such as tutoring, one-to-one support, structured interventions)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Priority Pupil allocated budget</p> <p>Each term, pupils eligible for Pupil Premium continue to be identified as needed as ‘Priority Pupils’ based upon their academic progress, holistic progress or through analysis of behaviour and attendance data.</p> <p>Resources to support the progress of Priority Pupils are requested by teachers on a per-pupil budget, which is overseen by the Pupil Premium budget holder to ensure that they are of high quality and are impact driven.</p> <p>£22,200 (£200 per PP pupil)</p> <p>Actual cost: (July 2026): £TBC</p> | <p>Evidence identifies that pupils eligible for Pupil Premium are more likely to be low-attaining than other children, whilst noting that tackling disadvantage is not only about supporting low attainers (EEF Pupil Premium Guide).</p> | <p>1,2,3</p> |
| <p>Established good practice for the wider academic mentoring continues</p> <p>Southgate’s innovative and bespoke intervention offer continues to be expanded, effectively supporting pupils eligible for Pupil Premium.</p> <p>Internal teaching staff & and an external tutor are used to support pupils eligible for Pupil Premium with external accreditations for English & maths.</p> | <p>Evidence notes moderate impact for a low cost for small group tuition (EEF Toolkit for Small Tuition Groups). Studies in England have shown that pupils eligible for free school meals typically receive benefits from small group intensive targeted support (EEF Toolkit for Small Tuition Groups).</p> | <p>3,4</p> |

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| <p>£36,523 for the cost of Academic Mentoring for Priority Pupils via external tutor £15,675 for the cost of Academic Mentoring for Priority Pupils via Academic Mentor</p> <p>Actual Cost (July 2026): £TBC</p> | | |
| <p>Therapy Team</p> <p>Pupils who are eligible for Pupil Premium often have a higher level and/or greater complexity of need, alongside higher levels of anxiety and physical intervention. Therefore, they continue to be prioritised for interventions such as speech & language therapy, occupational therapy, to ensure that they continue to make sustained progress.</p> <p>School continues to source alternative external specialist support, and continue to build in-house expertise, to support plugging the gap left by the reduction in external services.</p> <p>£27,196 towards the costs of the Therapy Team</p> <p>Actual cost: (July 2026): £TBC</p> | <p>Evidence shows that oral language approaches have a high impact on pupil outcomes, so long as activities are matched to learners' current stage of development (EEF Toolkit for Oral Language Interventions).</p> <p>'There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning' (EEF Toolkit for Physical Development Approaches).</p> | 4 |

Strategies to mitigate wider barriers to learning (such as attendance, behaviour, wellbeing)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Attendance support</p> <p>Some pupils who are eligible for Pupil Premium are identified as Priority Pupils for attendance, and require more personalised support to access school. School continues to provide bespoke support from pupils & their families around ways to improve attendance.</p> <p>Additional services from professionals are procured to improve attendance, such as Attendance & Pupil Support Officer, School Nurse.</p> <p>Training, conferences and courses with a focus on improving attendance for particular groups of pupils are researched and attended as appropriate.</p> <p>The personalised, bespoke support for pupils & their families continues to be provided by school.</p> | <p>Although there is a need for further research, there is evidence that teaching social and emotional skills, introducing responsive and targeted (personalised) approaches and improving parental engagement and communication, are areas that provide small positive impacts in improving attendance (EEF and Youth Endowment Fund Evidence Brief on improving attendance and support for disadvantaged pupils).</p> <p>The government has set out a roadmap to improve school attendance which aims to showcase & share best practice</p> | 1,2 |

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| <p>£1,000 for training and services to improve attendance</p> <p>£1,000 for personalised resources and interventions to improve attendance</p> <p>Actual cost: (July 2026): £TBC</p> | <p>across schools (DfE Publication 'Education Secretary sets roadmap to improve attendance levels').</p> <p>Southgate case studies evidence the success of our bespoke support for pupils & families (Southgate School Case Studies).</p> | |
| <p>Pastoral and Intervention Team support</p> <p>Pupils who are eligible for Pupil Premium often have a higher level and/or greater complexity of need, alongside higher levels of anxiety and physical intervention. Therefore, they continue to be prioritised for interventions to support them manage their SEMH needs.</p> <p>School continues to provide & develop its provision for specific in-house support, such as for bereavement, SRE, anti-discrimination.</p> <p>School continues to source alternative external specialist support, and continue to build in-house expertise, to support plugging the gap left by the reduction in external services.</p> <p>£27,196 towards the costs of the Pastoral and Intervention Team</p> <p>Actual cost: (July 2026): £TBC</p> | <p>'Robust research evidence that school-based counselling has a significant positive impact on young people's levels of psychological distress, self-esteem and achievement of personal goals' (British Society for Counselling and Psychotherapy).</p> <p>'School-based counselling is a timely, accessible and effective intervention, with waiting times for counselling support considerably lower than referring to services offered outside of school' (British Society for Counselling and Psychotherapy).</p> | 1,2,3,4 |

Total budgeted cost: £135,790