

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 – awaiting final payment)
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	£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>Attendance of pupils eligible for Pupil Premium</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.</p> <p>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.</p> <p>Priority pupils have been identified by the Pastoral and Intervention Team for specific intervention and support around attendance.</p>
2	<p>Pupils making below expected progress in Reading and Number</p> <p>In most subject areas in 2022-23, the numbers of pupils eligible for Pupil Premium making accelerated progress increased, and the gap continued to close.</p> <p>In depth data analysis shows the following specific focus areas to continue to reduce and then eliminate this gap.</p> <p>Reading attainment gap (PPYes to PPNo):</p> <ul style="list-style-type: none"> • 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. <p>Maths attainment gap (PPYes to PPNo)</p> <ul style="list-style-type: none"> • 2018-19 +28.2% • 2019-20 -1.2% • 2020-21 -5% • 2021-22 -2%

	<ul style="list-style-type: none">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. <p>In maths, Number 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">8.8% of pupils not eligible for pupil premium13.3% of those who are eligible for pupil premium																												
3	Progress of Priority Pupils <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.</p> <p>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	Higher 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, more crisis incidents and more physical interventions.</p> <p>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> Percentage of high anxiety daily record for PP pupils <ul style="list-style-type: none">2021-22 30%2022-23 27.4% (decrease) Number of physical interventions for PP pupils <ul style="list-style-type: none">2021-22 4312022-23 322 (decrease) Difference between percentage of high anxiety days (stage 1 and 2) (PPYes to PPNo) <ul style="list-style-type: none">2021-22 -8%2022-23 -3% (decreased) <table><tr><th></th><th>Outstanding</th><th>Good</th><th>S1 anxiety</th><th>S2 anxiety</th><th>S3 Crisis</th><th>S3 PI</th></tr><tr><td>Pupil Premium (80)</td><td>15.84%</td><td>56.79%</td><td>20.68%</td><td>6.70%</td><td>180</td><td>322</td></tr><tr><td>Non-Pupil Premium (91)</td><td>12.29%</td><td>63.31%</td><td>18.51%</td><td>5.89%</td><td>108</td><td>266</td></tr><tr><td>Difference</td><td>+3.54%</td><td>-6.52%</td><td>+2.17%</td><td>+0.81%</td><td>+72</td><td>+56</td></tr></table>		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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5	Progress of pupils who are Looked After or Post-Looked After <p>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.</p> <p>After being a focus in previous Pupil Premium Strategies, the progress of pupils who are CLA and post-CLA has mostly improved.</p> <p>This will continue to be identified as a ‘challenge’ to ensure ongoing monitoring and prioritisation.</p>																												

	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
1 Attendance of pupils eligible for Pupil Premium 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.	-The attendance gap will close, or significantly reduce, between the attendance of pupils who are eligible for pupil premium and those who are not. -The Pastoral and Intervention Manager overseeing attendance will be able to demonstrate their impact of improving attendance for individuals or groups of pupils.
2 Pupils making below expected progress in Reading and Number Pupils who are eligible for pupil premium will make good or better progress in Reading and Number.	-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 Progress of Priority Pupils Priority Pupils will be engaged in highly relevant, personalised interventions and lessons, to allow them to make accelerated progress and close the gap.	-Priority Pupil funding will be used by teachers to personalise the provision or curriculum (monitored as part of the pupil premium budget). -Priority pupils will make accelerated progress, to close the gap in priority areas. -The Academic Mentor will be able to demonstrate their impact on the progress of Priority Pupils.
4 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 1-2 days and fewer stage 3 crisis and physical interventions, in comparison to the 2022-23 data. -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. -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.
5 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, 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.

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

Actual cost: £15,922.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to further enhance and embed the provision for maths across school. -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. - <u>Number</u> 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 Actual cost: Resources: £1747.12	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 pupils' existing knowledge and understanding; and use tasks and resources to challenge and support pupils' mathematics.	2, 3
Continuing to further enhance and embed the provision for English across school. -Phonics training will be delivered to new staff as part of the core CPD offer. -Reading has been identified as an area of slower progress for pupils who are eligible for pupil premium in 2022-23. The English	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>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>Actual costs: Resources: £4554.64</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.</p> <p>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>Accessing services from external professionals and training for staff to improve attendance.</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>Actual costs: Locala: £9620.75</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

Actual cost: £46,781.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Program</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>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.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive targeted support.</p>	2, 3, 5

<p>£16,567.51 to contribute as 50% of the NTP expenditure – see Recovery Premium Impact Review</p> <p>£30,213.91 as a contribution to the cost of Academic Mentoring for priority pupils</p>	<p>The intended outcomes, evidence, rationale and impact of the NTP is documented on the 'National Tutoring Program Strategy'.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £153,997.50

Actual cost £145,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority Pupil allocated budget</p> <p>-Each term pupils are identified 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 and overseen by the Pupil Premium budget holder to ensure they are high quality and impact driven.</p> <p>£20,000 - £200 per PP pupil</p> <p>Actual cost:</p> <p>Priority Pupil: £775</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. 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>Pastoral and Intervention Team</p> <p>- Pupils eligible for Pupil Premium often have a higher level or greater complexity of need.</p> <p>-Pupils eligible for Pupil Premium have 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>£91,000 for Pastoral and Intervention Team</p> <p>Actual costs:</p> <p>Pastoral and Intervention Team: £94,401</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.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive targeted support.</p>	4, 5
<p>Therapy Team</p>	<p>Key findings from the EEF's Small Tuition Group Toolkit</p>	4, 5

<p>- Pupils eligible for Pupil Premium often have a higher level or greater complexity of need.</p> <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>Actual costs:</p> <p>Therapy Team: £45,361</p> <p>Guinea pigs: £360</p> <p>Sensory gym and sensory resources: £4845</p>	<p>suggests small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive targeted support.</p>	
<p>Attendance</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 PP 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>Actual costs:</p> <p>None</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

Actual costs: £15922.51 + £46,781.41 + £145,742
= £208,445.92

Total allocated budget: £199,730.00

The allocated budget has been topped up from Main School Budget, in response to pupil need for additional academic tutoring.

Part B: Review of outcomes in the previous academic year (Summer 2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria																	
<p>1 Attendance of pupils eligible for Pupil Premium</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>Review Achieved</p> <p>Data</p> <p><u>In-school data:</u></p> <table><tr><td></td><td>2023-24</td></tr><tr><td>Attendance of Pupils with Pupil Premium (PPYes)</td><td>89.5%</td></tr><tr><td>Attendance of Pupils without Pupil Premium (PPNo)</td><td>93.4%</td></tr><tr><td>Gap (PPNo subtract PPYes)</td><td>+3.9%</td></tr></table> <p><u>Interventions - Case Studies:</u></p> <table><tr><th>Initial Attendance Autumn 23</th><th>Intervention</th><th>Final Attendance WB 5 July 24</th></tr><tr><td colspan="3">Pupil A</td></tr><tr><td>55.5%</td><td>MHST referral made in March 23 and chased after concerns around his mental health decline and 'dark thoughts'. CAMHS appointments and counselling accessed via MHST in school. Intervention team bereavement support after family dog passed away. School nurse support around anxiety. Monitored attendance closely.</td><td>91.5%</td></tr></table>			2023-24	Attendance of Pupils with Pupil Premium (PPYes)	89.5%	Attendance of Pupils without Pupil Premium (PPNo)	93.4%	Gap (PPNo subtract PPYes)	+3.9%	Initial Attendance Autumn 23	Intervention	Final Attendance WB 5 July 24	Pupil A			55.5%	MHST referral made in March 23 and chased after concerns around his mental health decline and 'dark thoughts'. CAMHS appointments and counselling accessed via MHST in school. Intervention team bereavement support after family dog passed away. School nurse support around anxiety. Monitored attendance closely.	91.5%
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Pupil B		
62.5% Education offer : 5 days at home	Building relationships and familiarity with staff (ongoing over the last 2 years). Building relationships with family. Initial short home visits, gradually increased. Build-up of offsite activities beyond the home, such as swimming (1:1 not group) and Inflatation. Staff encouragement to come into school (including staff encouraging the pupil to get ready, eat etc.) Build-up of time in school in) and now attends school 4 days a week. Staff transporting to and from school to ensure he can get to school. Planning for autumn 24 to begin to use school transport to go home, and later: to go from home to school.	81.5% Education offer : 4 days in school; 1 day offsite

Analysis

Pupils with Pupil Premium have somewhat, but not significantly, lower attendance than those without.

Comparison with previous years' data is not applicable this year. This is because the parameters used to compare PPYes with PPNo have changed this year. Data now includes all pupils currently on roll who have eligibility for PP and FSM. This provides more precise PP data and will be used from now on, enabling comparable data from this year onwards.

This means that we cannot comment on whether or not the attendance gap has reduced compared to previous years.

Interventions have taken place for individual pupils, and case studies show a significant positive impact for these pupils.

Next steps

Use the new PP calculations to begin to measure attendance gaps from year to year, from next year onwards.

Continue to pursue the novel, personalised approaches to support individual pupils to improve attendance, as these have significant impact for individual pupils.

2 Pupils making below expected progress in Reading and Number

Pupils who are eligible for Pupil Premium will make good or better progress in Reading and Number.

-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.

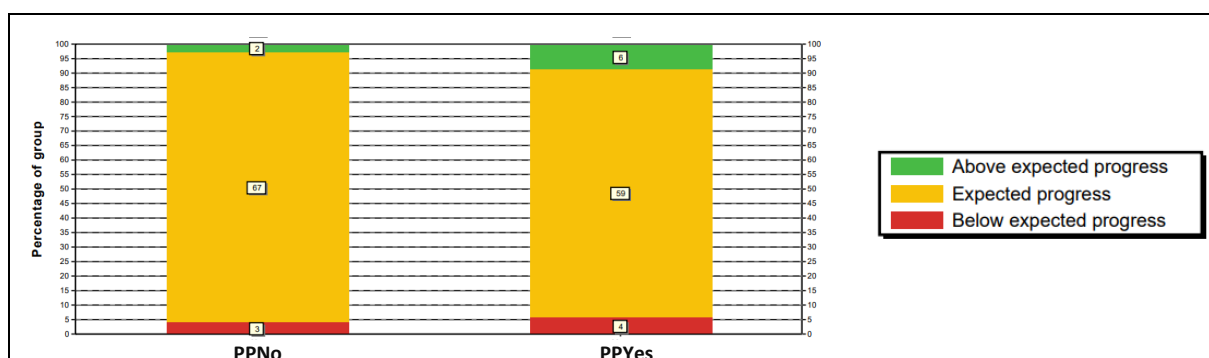
Review Partially Achieved

Data

Reading:

READING Progress	Below expected	Good (expected)	Above expected
Pupils eligible for Pupil premium (PPYes)	5.8%	85.5%	8.7%
Pupils not eligible for Pupil premium (PPNo)	4.2%	93.0%	2.8%

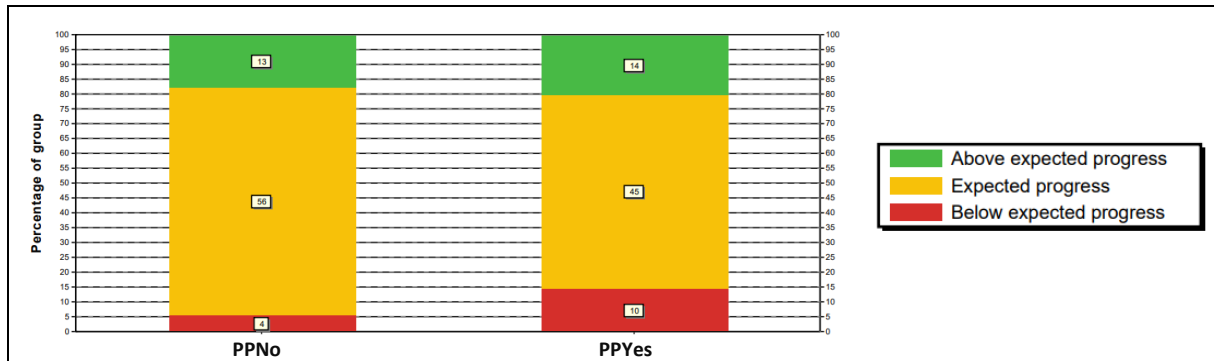
	2021-22	2022-23	2023-24
Reading Progress Gap (PPNo subtract PPYes)	-4.2%	-5.5%	+1.6%



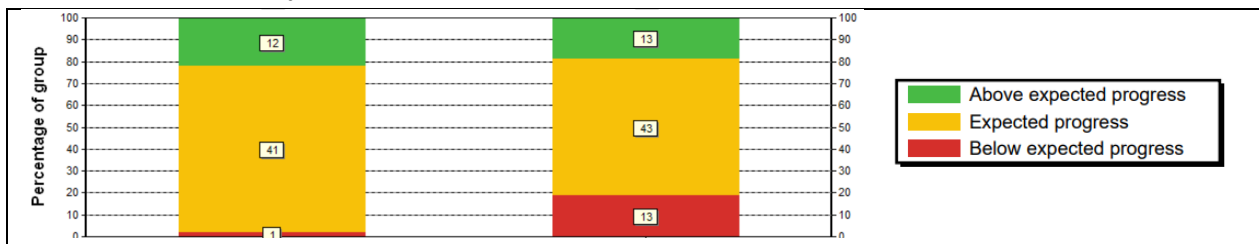
Number:

NUMBER Progress	Below expected	Good (expected)	Above expected
Pupils eligible for Pupil premium (PPYes)	14.5%	65.2%	20.3%
Pupils not eligible for Pupil premium (PPNo)	5.5%	76.7%	17.8%

	2021-22	2022-23	2023-24
Number Progress Gap (PPNo subtract PPYes)	-2.0%	+2.9%	+9.0%



Comparison with last year - Number:



% pupils with Pupil Premium (PPYes) making expected progress	
2022-23	81.2%
2023-24	85.5%

Analysis

Reading Although pupils without Pupil Premium show a slightly higher % progress, the gap is acceptably small. The gap has reduced to below 2%.

Reading has been a focus for development this year, with a high level of staff training around the implementation of the Little Wandle phonics scheme. In addition to the teacher and ETA CPD, targeted support (including staff support via the Tiers of Support process) has supported staff to gain confidence and skill in delivering high quality phonics teaching. Staff workshops and teacher meetings have allowed the new scheme to be evaluated, and adaptations to be made to make the scheme fit for purpose for our pupils. The phonics scheme and its delivery will be embedded in the coming year.

Number The gap has increased this year to almost 10%. The gap for pupils making above expected progress is acceptably small – in fact, pupils with Pupil Premium made slightly higher progress. The area of concern is the increase in pupils with Pupil Premium not making expected progress. It is noted from the raw data that all of these pupils did make progress, but did not make expected progress.

Comparison with data from last year shows that the percentage of PPYes pupils making expected progress has increased slightly (up from 81.2% to 85.5%). Thus, although the PP gap is an area for development, slightly more PPYes pupils are making expected progress this year compared to last.

Pupils not making expected progress are identified each term in Pupil Priority assessment and intervention. Thus these pupils have been identified and intervention work has taken place for them.

Analysis has not flagged a pattern in the pupil progress for Number: none of these pupils are new to school; they come from across all pathways (2 Orchard, 6 Forest, 2 Woodland); they comprise most year groups from Y3-Y11. This will be investigated further in the coming year.

Next steps

Progress in Number will be an area of focus in the coming year.

To reduce the gap, School needs to develop more effective intervention programmes to enable pupils with Pupil Premium to make accelerated progress in number. An exploration of whether there are patterns in the data will take place.

Two teachers are training to develop Southgate's maths curriculum and provision via their participation in the West Yorkshire Maths Hub SEND SKTM and West Yorkshire Maths Hub, SEND, which continues in the coming year.

3 Progress of Priority Pupils

Priority Pupils will be engaged in highly relevant, personalised interventions and lessons to allow them to make accelerated progress and close the gap.

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

-Priority pupils will make accelerated progress to close the gap in priority areas.

-The Academic Mentor will be able to demonstrate their impact on the progress of Priority Pupils.

Review **Achieved**

Data

	Reading	Writing	Number
Removal rate for PPYes (ie pupils who made accelerated progress after accessing Pupil Priority Intervention)	76%	65%	66%
Removal rate for PPNo (ie pupils who made accelerated progress after accessing Pupil Priority Intervention)	67%	62%	73%

Interventions:

Intervention 23-24

Healthy relationships

What makes a good friend

Proprioception and 'tummy time'

Movement group

Sensory gym

Consent

Social thinking

Self-care and healthy morning routines

Working with less-familiar adults

Self-regulation using sensory resources

Building stamina for learning

Engaging with unfamiliar resources

Self-calming strategies

Phonics / early reading

Early number skills

Early writing skills

'Attitude to learning' skills (to reduce anxiety linked to learning)

Fine motor skills

See and Learn - for reading on sight

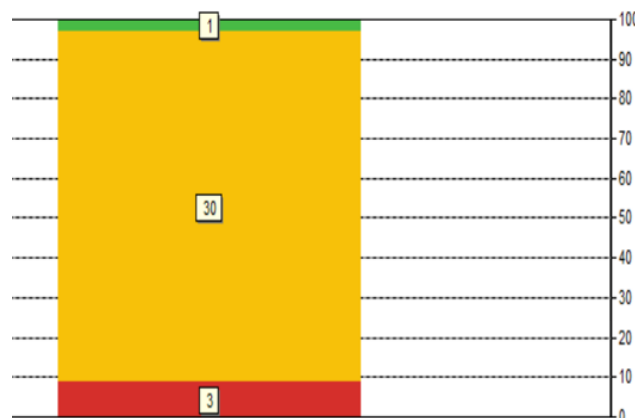
Intervention Case Studies:

Prior to Interventions	Interventions	Impact
Pupil C		
<p>Pupil is CLA with a complex history of physical and sexual abuse.</p> <p>Joined Southgate in 2023.</p> <p>Accessing 3 hr / wk education at previous setting.</p> <p>Ongoing criminal investigation regarding sexual abuse of Pupil C.</p> <p>High levels of anxiety and dis-engagement with school.</p> <p>High levels of allegations made against children and adults by Pupil C.</p> <p>Presents with trauma-based sexualised behaviours.</p>	<p>Personalised SRE lessons.</p> <p>Collaborative working between Southgate, Carer, Social Care and Virtual School.</p> <p>Termly PEP and CLA meetings, plus additional Therapy supervision sessions for staff, to ensure consistency for supporting Pupil C, and support staff emotional wellbeing.</p> <p>Language script provided by therapist used by all staff.</p> <p>Circle of Adults meeting led by the Educational Psychologist to enable staff to 'step into Pupil C's shoes' and envision the world from their perspective.</p> <p>Personalised PSHE Intervention around self-image self-esteem.</p> <p>'My happy mind' Intervention to support on how the brain works.</p> <p>'Yellow book' for Pupil A to record thoughts / feelings, to share between home, school and therapy.</p> <p>Music therapy.</p> <p>Sensory provision in class, which also provides an allocated safe space for Pupil C to withdraw to.</p> <p>Access to school-based activities, to enable practice of appropriate social interaction.</p> <p>Access to group / whole-class activities around appropriate language, appropriate touch, respect.</p> <p>Training for staff to ensure they are confident and competent to manage and support Pupil C's presentations.</p> <p>Additional staff support – 2:1 'eyes and ears on' at all times, to enable immediate response to allegations.</p> <p>Risk assessment in place.</p>	<p>Accessing school full time for the first time in several years.</p> <p>Engaged in learning and making good progress across the curriculum.</p> <p>Making progress in developing understanding of appropriate behaviours, including appropriate language and touch. This is a long-term work-in-progress, and requires ongoing high levels of support by staff.</p> <p>Anxiety levels reduced compared to autumn term; ongoing anxiety linked to ongoing adverse circumstances outside school.</p> <p>Able to attend school trips and events eg school disco for the first time in several years.</p> <p>Feels safe and secure enough to disclose and explore her trauma within school.</p> <p>Effective ongoing liaison with carer and therapists enables considered adaptations to provision and support to be made in a timely manner.</p>
Pupil D		
<p>Pupil D has highly complex SEND and SEMH difficulties.</p> <p>Joined Southgate in 2018 from a PRU.</p> <p>History of DV at home;</p> <p>Regular physical assaults on staff</p> <p>Violent behaviour;</p>	<p>Prior to this year: Beyond school - History of CP/CIN plans and social services involvement mainly due to DV, including in utero.</p> <p>By school - Concerns raised with various agencies between 2019 and 2024.</p> <p>Persistence in reporting concerns.</p> <p>Regular Encompass calls received.</p> <p>Neuro referral: closed due to difficult behaviour; re referral was denied due to Pupil D's trauma.</p> <p>Referral to CAMHS LD Team. Allocated nurse struggled to assess Pupil D or gain true picture from parent.</p>	<p>Recommendations from CETR meeting being pursued.</p> <p>Parent working collaboratively with all professionals, and appears to be following advice and guidance.</p> <p>Parent being supported heavily by LD Team, eg often accompanying parent to meetings.</p>

<p>Regular soiling and urinating in clothing and smearing at home.</p> <p>Neglect, including parent unable to implement advice from agencies; not getting medical aid.</p> <p>Bereavement trauma.</p> <p>Lack of understanding by parent, including normalising of DV.</p> <p>CP/CIN/TAF historically throughout Pupil D's life.</p> <p>Agencies unable to assess Pupil D and Pupil D's family's needs, due to: refusal by parent to accept support from services; inconsistency in what parent reports to services (eg denies any issues with Pupil D's behaviour to one agency but informs others of violent incidents).</p>	<p>Personalised curriculum and provision.</p> <p>Intervention support around emotional regulation.</p> <p>Intervention support around personal hygiene.</p> <p>Timetable reduced to enable Pupil D to attend school for least some of the day and attend school every day.</p> <p>Support for family re accessing support from services; providing clean clothing; encouraging good personal hygiene; accessing medical support in a timely manner.</p> <p>Bereavement Intervention Programme.</p> <p>This year: Jan 24 - Professional's meeting held, including CAMHS psychologist, who advised contacting social care again.</p> <p>Jan 24 - Educational Psychologist consultation.</p> <p>Jan 24 - Call to Duty and Advice when concerns escalated in professionals' meeting and after a visit to the home. Early Help Consultant challenged within this call.</p> <p>Jan 24 - Early Help referral.</p> <p>March 24 - TAF, but with little support from Early Help Team.</p> <p>May 24 - CAMHS LD team referral and liaison with school staff, resulted in Pupil B being placed on the Dynamic Risk Register graded Red.</p> <p>June 24 - Red grade on dynamic risk register triggered a CETR (Care, Education and Treatment Review) meeting with 2 practitioners from CAMHS LD team, 2 practitioners from school, 2 Barnardo's keyworkers, DandA Service Manager, ICB and Children's Team (CHAIR), Expert by Experience and an Independent Social Worker.</p> <p>July 24 - Emergency EHCP review held, with recommendations that Southgate is not able to meet need.</p>	<p>Social Worker allocated on a CIN level.</p> <p>Awaiting response from SENDACT re recommendations from emergency EHCP review.</p>
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Academic Mentor Impact:

91% of pupils accessing intervention with the Academic Mentor made expected or above expected progress.



Pupils who were not making expected progress and have then accessed Academic Tutoring

Feedback from external agency support:

Examples of feedback from external agencies

Early Help and social care manager scrutiny praised the 'phenomenal' work that Southgate School and Michelle had put into attempting to engage the family in support throughout some challenging circumstances (September 24).

Senior Practitioner from Social Care phone call saying that our staff had 'clearly gone above and beyond', with an 'incredibly refreshing and proactive approach', and she 'wished every Kirklees school was like this' (July 24).

JCP Inspection report 'The centre is meeting agreed national standards, in all areas moderated' (June 24).

Virtual School verbal feedback 'complimented how well H (teacher) knew S (pupil)' (Feb 24).

Analysis

Most pupils accessing Pupil Priority Intervention make accelerated progress, and are thus subsequently removed from the Pupil Priority Intervention programmes. However, a focus on increasing the removal rate would be beneficial in the coming year, along with a focus on which specific interventions are most effective.

There is not a consistent pattern of difference between removal rates for PPYes and PPNo. In reading, PPYes made better progress. In Writing, progress was close between the two. In Number, PPYes made less progress than PPNo. The latter is the key issue: PPYes are already noted to make less progress in Number (Outcome 1). They also make less progress in Pupil Priority Intervention. This will be a focus for next year.

It is worth noting that some pupils access Pupil Priority Intervention across all 3 curriculum areas (reading, writing, number). An evaluation of the extent of this would be useful, as it may highlight pupils who have difficulties accessing academic learning, rather than having a difficulty in a particular curriculum area. It would also be useful to know whether there is a marked difference for PPYes against PPNo here.

Case studies exemplify:

- The complexity of need of some of our pupils.
- The often long-term intervention needed by school to have an impact. For example, the record of school's concerns over several years finally contributing to a pupil having access to crucial external support.
- The persistence of all staff to challenge decisions made by external services.
- The limitations of what school can achieve in-house, when the complexity of need requires key intervention by external agencies.
- The innovative and novel approaches school employs to try to provide bespoke support for individual pupils.
- The importance of seeing the 'big picture': a single intervention may not produce a measurable improvement in attainment or progress; but when school's array of interventions are collated together, and delivered over a sustained amount of time, impact is clear.

School needs to be confident that we are doing an effective job, especially with the bullet point above: impact can often only be measured over time and when combined with external intervention support.

Next steps

Focus on increasing the removal rate from Pupil Priority Interventions: gather data and evaluate which interventions have most impact. Then plan and implement increased use of the most effective interventions.

Work with Maths Leads to plan for improved outcomes for Number progress, including within Pupil Priority Interventions.

Gather data and evaluate the extent of pupils needing Pupil Priority Intervention cross all areas, ie implying a wider difficulty around accessing academic learning, rather than subject-specific difficulty. If this highlights a pattern, plan for Interventions around attitudes to learning / metacognition.

Continue to pursue external intervention support for our pupils.

Continue to explore and expand our innovative and bespoke intervention offer.

Embed the use of our external Tutor to support pupils develop higher-level skills in Maths.

4 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 1-2 days and fewer stage 3 crisis and physical interventions, in comparison to the 2022-23 data.

-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.

-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.

Review **Achieved**

Data

	2021-22	2022-23	2023-24
Percentage anxiety daily record for pupils with Pupil Premium:	30.0%	27.4%	22.2%
Difference between percentage of high anxiety days (stage 1 and 2) (PPYes to PPNo):	-8%	-3%	0%
Number of physical interventions for pupils with Pupil Premium:	431	322	310

Intervention Case studies:

Refer to Outcome 3 above.

Analysis

Anxiety data shows an ongoing, steady decrease year-on-year for pupils with Pupil Premium.

There is no gap between data for pupils with Pupil Premium and those without.

Case studies are discussed in detail in Outcome 3 above. But also – Case study for Pupil A shows a significant reduction in anxiety levels over the year, and this is likely to be due to the bespoke support provided. Case study for Pupil B shows that despite in-school intervention, anxiety levels are likely to remain high if external circumstances are not given support by appropriate agencies in a timely manner.

Next steps

School continues to focus on supporting pupils with anxiety to deescalate (in the moment) and develop strategies for regulating (long term).

The TLR holder for Behaviour Lead finished in July 24, and the role is being replaced by Pastoral and Intervention Managers.

School are employing a mental health practitioner to provide support for pupils and aiming to further reduce pupil anxiety.

In the current climate of external services being reduced or discontinued, school is working to provide crucial support in-house. It must be noted, however, that Southgate staff are not experts, and so there is a limit to the extent that in-house support can take place and a limit to the impact that it will have. There is also the important point of not taking too much on: School is increasingly being asked to provide the role of external services, and we need to recognise when we need to say no.

5 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, 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**

Data

	Reading	Writing	Number
Expected or exceeding expected progress by pupils who are CLA	100%	83%	84%
Expected or exceeding expected progress by pupils who are Post-CLA	100%	100%	100%
Expected or exceeding expected progress by pupils who are not CLA or Post-CLA	89%	83%	90%

Analysis

Pupils who are CLA or Post-CLA have made better progress than those who are not. However, the numbers of pupils who are CLA or Post-CLA are very small, making statistical comparison unsound. It main point to note is that they make comparable progress to their peers.

Next steps

Continue to monitor progress for pupils who are CLA / Post-CLA, and plan for intervention if progress for these pupils falls below peers.