

# Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of Pupil Premium funding for the 2024 to 2025 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	54.5% (101 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£122,730 (estimated)
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£122,730</b>
*The Pupil Premium funding for pupils who are Looked After goes directly to the Kirklees Virtual School, where School 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 identified gaps in areas 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 estimated budget is based on the data from government for our pupils with Pupil Premium at the time of the census in October last year. This is for the year April 2024 to March 2025. We receive it when our budget is allocated in April.

From this data, a total of 101 pupils on roll at Southgate School are eligible for a Pupil Premium.

92 pupils are classed as receiving Deprivation Pupil Premium (£1,480 for Years 1-6 and £1,050 for years 7-11).

11 pupils are classed as receiving Adopted From Care Premium (£2,570).

7 pupils are classed as Looked After Pupil Premium (this is the money we get via virtual schools).

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

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

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

Challenge number	Detail of Challenge
1	<p><b>Pupil Attendance</b></p> <p>In 2023-24, 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. The parameters used to compare pupils who are eligible with pupils who are not eligible changed in 2024, and now include all pupils currently on roll who have eligibility for Pupil Premium and Free School Meals. This enables School to collect more precise Pupil Premium data. The coming year will be the first year the new parameters will be used, enabling comparisons to be made from one year to the next from 2026 onwards.</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 on attendance of personalised interventions for these pupils.</p>
2	<p><b>Pupils making below expected progress in Number</b></p>

	<p>The gap between pupils who are eligible and pupils who are not eligible in 2023-24 was almost 10%. It is noted from the raw data that all of these pupils did make progress, but did not make expected progress.</p> <p>School needs to improve the progress in Number, and reduce the gap between pupils who are eligible and pupils who are not eligible. School needs to continue to evaluate our maths curriculum, and plan / implement improvements.</p> <p>Despite analysis so far not identifying patterns in data, School needs to further explore whether there are any underlying patterns in data, to enable better targeted support for pupils.</p>
3	<p><b>Progress of Priority Pupils</b></p> <p>In Number, the progress of Priority Pupils is 7% less for pupils who are eligible than pupils who are not eligible.</p> <p>This is doubly notable: as well as making less progress in Number (Outcome 1), and they also made less progress in Pupil Priority Intervention in Number.</p> <p>School needs to improve the progress and removal rates of pupils who are eligible from Pupil Priority lists in Number. An audit of programmes / intervention approaches led by the Academic Mentor, the external Tutor and Class Teachers may help identify the most successful interventions. The most effective can then be shared with all staff, which should help improve progress and removal rates from the Pupil Priority lists.</p> <p>School needs to evaluate the extent of pupils needing Pupil Priority Intervention across all 3 areas of Reading, Writing and Number. This may highlight whether there is a significant prevalence of pupils with difficulties accessing academic learning (rather than having a difficulty in a particular curriculum area).</p>
4	<p><b>Pupil Anxiety</b></p> <p>Anxiety data shows an ongoing, steady decrease year-on-year for pupils who are eligible. However, to enable this to continue, anxiety levels remain a key area that needs continued monitoring and support,</p> <p>School needs to continue to focus on supporting pupils with anxiety to deescalate (in the moment) and develop strategies for self-regulation (long term).</p> <p>School needs to continue to provide bespoke support for individual pupils. Case studies show that School's novel and personalised approaches have a significant, positive impact for specific pupils.</p> <p>School needs to manage the additional demands made by losses to external services. In the current climate of external services being reduced or discontinued, School is working to provide crucial support in-house. This is likely to increase in the coming year. A case study from 2023-24 exemplified that, despite in-school intervention, a pupil's anxiety levels remained high due to support not being available by appropriate external agencies in a timely manner.</p> <p>School needs to be realistic and clear about the extent that it can provide support that is no longer provided by external services. Southgate staff are not experts in specific specialist fields; there is a limit to the extent that in-house support can take place and a limit to the impact that it will have. School is increasingly being asked to provide the role of external services, and we need to recognise when we need to say no.</p>

## 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
<p><b>1 Pupil Attendance</b></p> <p>The attendance of pupils who are eligible will have improved, and the gap in attendance between pupils who are eligible and pupils who are not will have decreased.</p>	<p>The attendance gap closes, or significantly reduces, between the attendance of pupils who are eligible and pupils who are not eligible compared to last year.</p> <p>The Pastoral and Intervention Manager overseeing attendance demonstrates their impact of improving attendance for individuals or groups of pupils.</p>
<p><b>2 Progress in Number</b></p> <p>The progress of pupils who are eligible will have improved, and the gap in progress between pupils who are eligible and pupils who are not will have decreased.</p>	<p>The gap closes, or significantly reduces, between the progress of pupils who are eligible and pupils who are not compared to last year.</p> <p>The progress of pupils who are eligible in Number improves compared to last year.</p> <p>The Maths Lead demonstrates their impact of improving progress for individuals or groups of pupils.</p>
<p><b>3 Progress of Priority Pupils</b></p> <p>The progress for pupils who are eligible will be good, and the removal rate for pupils who are eligible will have increased.</p> <p>The prevalence of pupils who are eligible needing Pupil Priority Intervention across Reading, Writing and Number will be better understood.</p>	<p>Intervention programmes enable pupils who are eligible to make accelerated progress in Number.</p> <p>Intervention programmes enable rapid removal rates from the Pupil Priority lists.</p> <p>School ascertains whether or not there is a significant prevalence of pupils who are eligible needing Pupil Priority Intervention across all 3 areas of Reading, Writing and Number.</p> <p>If there is a significant prevalence of pupils who are eligible needing support across all 3 areas, School develops a plan for how to reduce this</p> <p>The Academic Mentor / External Tutor demonstrates their impact on the progress of Priority Pupils.</p>
<p><b>4 Pupil Anxiety</b></p> <p>Pupils who are eligible will have shown an ongoing gradual decrease in anxiety levels year-on-year, and School will have a carefully balanced approach to plugging the gap left by the reduction in external services.</p>	<p>Pupils who are eligible 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>School has plans for how to manage the additional demands caused by the loss of external services.</p>

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£3,000**

Actual cost: (July 2025) : £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continuing to further enhance and embed the provision for Maths across school.</b></p> <p>Maths training will continue be delivered to new staff as part of the core CPD offer.</p> <p>Maths resources or interventions will be researched and introduced to improve progress in specific areas.</p> <p>Number has been identified as an area of slower progress for Pupils who are eligible in 2023-24. The Maths Lead will implement an action plan which includes tackling the gap between pupils who are eligible pupils who are not in Number.</p> <p>This coming year, two teachers are continuing their 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. The impact of this will be evaluated through 2024-25.</p> <p>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.</p> <p><b>£2,000</b> for training and resources to improve teaching.</p> <p>Actual cost (July 2025): £TBC</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 of assessment to build on pupils' existing knowledge and understanding; and use of tasks and resources to challenge and support pupils' mathematics.</p>	2, 3
<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>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</p>	1

£1,000 for training and services to improve attendance.  Actual cost (July 2025): £TBC	and communication, as areas that provide small positive impacts in improving attendance.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,500

Actual cost: (July 2025) : £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Established good practice for the wider academic mentoring will continue, with a particular focus on Number.</p> <p>School's innovative and bespoke intervention offer will continue to be expanded.</p> <p>The use of our external Tutor to support pupils develop higher-level skills in Maths will be embedded.</p> <p>£14,000 for the cost of Academic Mentoring for Priority Pupils via external tutor £30,500 for the cost of Academic Mentoring for Priority Pupils via Academic Mentor</p> <p>Actual Cost (July 2025): £TBC</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. Small group tuition approaches can support pupils to make effective progress by providing intensive targeted support.</p>	2,3

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

Budgeted cost: £85,230

Actual cost: (July 2025): £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority Pupil allocated budget</b></p> <p>Each term, pupils will continue to be 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 will continue to be requested by teachers, and will be overseen by the Pupil Premium budget holder, to ensure they are high quality and impact driven.</p>	<p>The EEF Pupil Premium guide identifies that pupils eligible 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>	3

<p>£20,200 - £200 per PP pupil</p> <p>Actual cost: (July 2025): £TBC</p>		
<p><b>Pastoral and Intervention Team</b> Pupils who are eligible often have a higher level or greater complexity of need. Pupils who are eligible have higher levels of anxiety and physical intervention. Therefore, they will continue to be prioritised for interventions to ensure that they continue to make sustained progress.</p> <p>School is employing a mental health practitioner to provide support for pupils and aiming to further reduce pupil anxiety.</p> <p>£29,030 towards the costs of the Pastoral and Intervention Team £10,000 for Mental Health Practitioner</p> <p>Actual cost: (July 2025): £TBC</p>	<p>Evidence from the British Society for Counselling and Psychotherapy cites ‘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’ and ‘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.’ 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
<p><b>Therapy Team</b> Pupils who are eligible often have a higher level or greater complexity of need. Pupils who are eligible have higher levels of anxiety and physical intervention. Therefore, they will continue to be prioritised for interventions to ensure that they continue to make sustained progress.</p> <p>£25,000 towards the costs of the Therapy Team</p> <p>Actual cost: (July 2025): £TBC</p>	<p>Key findings from the EEF’s Oral Language Interventions evidence that oral language approaches have a high impact on pupil outcomes, so long as activities are matched to learners’ current stage of development.</p> <p>Key findings from the EEF’s Physical Development Approaches identifies that ‘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’.</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
<p><b>Attendance</b> The statistical gap in attendance between pupils who are eligible and pupils who are not was 3.9% in 23-24. Some pupils who are eligible are identified as Priority Pupils for attendance and require more personalised support. Therefore, pupils whose attendance is a concern will be</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</p>	1



<p>prioritised for interventions, to ensure that they continue to make sustained improvement in their attendance.</p> <p>£1000 for Personalised Resources and Interventions to improve attendance</p> <p>Actual cost: (July 2025): £TBC</p>	<p>communication, as areas that provide small positive impacts in improving attendance.</p>	
<p><b>Metacognition</b></p> <p>The extent of pupils needing Pupil Priority Intervention cross all areas will be explored, as this may imply a wider difficulty around accessing academic learning, rather than a subject-specific difficulty. If a pattern becomes apparent, a plan will be developed for interventions around attitudes to learning / metacognition.</p> <p>Budget: no additional budget</p>	<p>The EEF Toolkit identifies benefits to supporting pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy.</p> <p>Self-regulated learning can be broken into three essential components: cognition – the mental process involved in knowing, understanding, and learning; metacognition – often defined as ‘learning to learn’; and motivation – willingness to engage our metacognitive and cognitive skills.</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	3

**Total budgeted cost: £3,000 + £34,500 + £85,230 = £122,730**