

Pupil Premium Strategy Statement – Year 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Newlands Girls' School
Number of pupils in school Years 7-11	961
Proportion (%) of pupil premium eligible pupils	13.6% (131/961)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 (We are now Year 2 of 3)
Date this statement was published	September 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Miss J Capon, Headteacher
Pupil premium lead	Mr J O'Connell, Assistant Headteacher
Governor / Trustee lead	Mr S Baker, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year April 2025-March 2026	£137,363
Recovery premium funding allocation this academic year	£0
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	£137,363

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to build an ambitious and caring community of people who eagerly contribute to every aspect of school life, whilst instilling the ethos that there are no limits to what can be achieved.

This is underpinned by our values: **The 3Cs**

Courage
Commitment
Compassion

which feeds into our **core purpose**:

We aim to provide a dynamic, rigorous, single sex education fit for the young people in our school. We will offer a rich curriculum which develops character and thrives on aspiration, respect and positive relationships. Our core purpose is to equip our students for life beyond school, preparing them with confidence and enthusiasm for the next steps in their journey.

We will also consider the challenges faced by our “pastorally vulnerable” pupils. This includes those with Social Care or Early Help involvement, as well as Young Carers. The approaches and actions outlined in this statement are also intended to support their needs, irrespective of their status as disadvantaged or not.

At Newlands Girls’ School our universal offer is based on high quality teaching and learning. This is a style of teaching which emphasises inclusive teaching for all students, including our disadvantaged ones. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged students in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and not in assumptions about the impact of disadvantage. To ensure our responses are effective, we will:

- Adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged students
- Designate an academic and pastoral champion for disadvantaged students
- Ensure we are able to act quickly when needs are identified by undertaking year group cohort reviews after each academic progress report

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with KS2 leads during transition visits indicate that disadvantaged students generally have lower levels of reading comprehension and numerical skills than their peers. This impacts their attainment in all subjects. In addition, some lack metacognition strategies and need additional support with revision, organisation and study skills.
2	Our assessments, observations and discussions with disadvantaged students and families suggest that their education and the wellbeing of many of them has been impacted by the cost of living crisis to a greater extent than for other students. These findings are backed up by national studies. In addition, some students suffer from social and emotional issues, such as anxiety, depression and low self-esteem.
3	Our attendance data indicates that attendance among disadvantaged pupils has been between 3-6% lower than for all pupils. In May 2025: 24.5% of disadvantaged students were “persistently absent” compared to 13.5% (129/961) of overall during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students’ progress.
4	Our surveys show that Disadvantaged students are less likely to take part in enrichment activities such as clubs, school trips and other off-site activities, despite significant improvements. For example, in November 2024, 60% (79/135) of Disadvantaged students said they were attending at least one club, compared with 68% (841/1240) overall. For KS3 these figures were 71% (60/85) versus 85% (488/576) overall.

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2026-27, 90% of disadvantaged pupils enter the EBacc. In 2024-25, this figure was 76%. Achievement at KS4 (SISRA SPI in 2026 and 2027, P8 in 2027) to show no gap. between disadvantaged and non-disadvantaged students.

Improved reading comprehension among disadvantaged students across KS3.	Reading age tests and Fresh Start demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Improved social inclusion among disadvantaged students.	Disadvantaged students' participation in House events is equal to, or greater than, that of their non-disadvantaged peers. Likewise, their inclusion in school rewards. Regular phone calls home by form tutors (as key contacts) deliberately refer to positive contributions by Disadvantaged students to school life, including to their friendship groups.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained levels of wellbeing by the end of 2026-27 demonstrated by: - Qualitative data from student voice, student and parent surveys and teacher observations. - An increase in participation in enrichment activities by disadvantaged students. - An increase in pupils accessing support through the Student Focus Centre and completing sessions with practitioners there, or with counsellors, where referrals have been made. - An increase in consultations, and at an earlier stage, with the Careers Leader.
To achieve and sustain improved attendance and punctuality for all students, particularly our disadvantaged pupils.	Sustained high attendance and punctuality by the end of 2026-27 demonstrated by: - The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and the overall being reduced to 1.5%. - The percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 8% lower than their peers.

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 in Year 1: £21,819.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use ongoing CPD through whole staff meetings, Teach Meet, WalkThrus National College online and curriculum development meetings. Conduct annual reading age assessments to track and monitor progress. Purchase and use suitable digital intervention programmes.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <i>"Improving Literacy in Secondary Schools"</i> Improving Literacy in Secondary Schools EEF educationendowmentfoundation.org.uk Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment across the curriculum. <i>Word-gap.pdf (oup.com.cn)</i> Bridging the Word Gap at Transition: The Oxford Language Report 2020 - Oxford Education Blog (oup.com)	1
Use ongoing CPD through whole staff meetings, Teach Meet, link meetings, curriculum development meetings, including a focus on subject-specific literacy. Use the pastoral programme to support pupils in ways to ensure their learning is memorable.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. <i>Metacognition and self-regulation – EEF</i> Metacognition and Self-regulated Learning EEF educationendowmentfoundation.org.uk	1
Utilise the strategies taught through Attachment Awareness Schools Award with the RBWM	<i>Evidence from Virtual School research.</i> Social and emotional learning EEF educationendowmentfoundation.org.uk	2,3

Virtual School to support targeted students.		
Appoint a Senior Mental Health Lead to further develop whole school mental health strategy to support students who have suffered ACE (Adverse Childhood Experiences).		

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

Budgeted cost in Year 1: £41,785.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy Literacy Support specialist teacher to target disadvantaged students who are underperforming. Year 12 readers to support younger students with reading.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: <i>One to one tuition – EEF</i> <i>Small group tuition – EEF</i>	1
Further develop the 'Elevate' raising attainment programmes for identified students in Year 11. This will include some Disadvantaged pupils.	<i>Metacognition and self-regulation – EEF</i> <i>Small group tuition – EEF</i>	1,3
Parent Information Evenings by year group to include bespoke revision methods and recommended	“Parental engagement can have a positive impact of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.” Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

approaches from subject specialists.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost in Year 1: £75,374.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral teams, led by Heads of Year, to develop and implement new strategies for improving attendance. Appoint a senior leader to oversee strategies for ERSA and also for Mental Health.	Working together to improve school attendance. Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk) The guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
Provide social, emotional, behavioural and wellbeing support through a dedicated team of Wellbeing Practitioners, in our purpose-built space.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	2
Provide support to the family beyond school through our Parent Support Advisor. Employed to provide practical advice and bespoke training for parents and to support them at academic and pastoral meetings.	Our experience is that a trained Parent Support Advisor can offer independent advice to families in difficulty and on occasion can mediate skilfully between school and home.	2,3
Educational resourcing: to provide subsidies for trips, visits, enrichment activities and revision materials to ensure all students receive the support and resources necessary to achieve well.	The Educational Value of Field Trips in 2024: Advantages and Disadvantages Research.com	2, 4

Year 1 total budgeted cost: £144,940.80 (£19,985.70 + £57,894.50 + £67,060.60 = £144,940.80)

Year 2 total budgeted cost: £138,978.17 (£21,819.00 + £41,785.00 + £75,374.17 = £138,978.17)

3 Year budgeted cost: £144,940.80 + £138,978.17 x 1.5 = £425,878.44

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our Year 11 Disadvantaged cohort was relatively small, with only 20 students in summer 2025. 55% of these students achieved 4+ in English and Maths, compared to the national average figure for this cohort of 44%. EBacc entry for this cohort was 76% (national average for all students is 40.4%), which is higher than the previous year.

As evidenced in schools across the country, the ongoing impact of the cost of living crisis was most detrimental to Disadvantaged students. Pleasingly, however, we were still able to heavily subsidise a number of opportunities, including the Battlefields trip, Duke of Edinburgh Award scheme, Paris Music Tour, Strasbourg trip, several day trips including Marwell Zoo, Harry Potter World, Go Ape and Thorpe Park as well as various theatre, art gallery trips and sporting fixtures.

At Newlands Girls' School we believe in high quality teaching and learning and this underpinned our approach. Students who are Disadvantaged, were also prioritised for intervention. Students in this cohort were also given additional resources where needed, including ingredients for Food lessons, personal copies of set texts, GCSE workbooks and revision guides, stationery, sports equipment and uniform.

Overall attendance in 2024-25 remained the same as the previous year, with 94.6% (2024: also 94.6% 2023:93.0%) and was higher than the national average. However, the gap in attendance between the Disadvantaged and the overall (3.8% lower overall (94.6% v 91.4%) and a with higher proportion of PA)) is why attendance is a focus of our current plan.

We have continued to use Pupil Premium funding to provide wellbeing support for all students, and targeted intervention where required. In the Student Focus Centre (SFC), 117 students were supported on a 1:2:1 basis in 2024-25, of whom 24 were Disadvantaged. 45 students were supported as part of small groups and 9 of these were Disadvantaged. The SFC is run by our expert team of Wellbeing Practitioners and aims to meet the emotional needs of all pupils. The SFC approach is based around solution focus/CBT and coaching. This will continue in this academic year, 2025-26.

Additionally, A total 22 families benefited from working with our Parent Support Worker in 2024-25, 6 of them Disadvantaged. Our aim is to build on this, with all of our efforts underpinned by the school core values of Courage, Commitment and Compassion.