

## Pupil premium strategy statement – Year 3 2023-24

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	960
Proportion (%) of pupil premium eligible pupils	9.5% (91/960)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 (We are now Year 3)
Date this statement was published	December 2021 (revised Sep 2023)
Date on which it will be reviewed	July 2024
Statement authorised by	Miss J Capon, Headteacher
Pupil premium lead	Mr J O'Connell, Assistant Headteacher
Governor / Trustee lead	Mr S Bridge, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,185 confirmed
Recovery premium funding allocation this academic year	£25,116 (£276 x 91)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119,301

# 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 we believe in quality first teaching and this underpins our approach to supporting disadvantaged pupils. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery: in Year 1, the School Development Plan included the desired outcome, 'Post Covid-19 lockdown learning gaps identified and closed'. Inclusive in this is the targeted support offered through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not 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 disadvantaged pupils' outcomes
- Appoint both an academic and pastoral champion for disadvantaged pupils

- Ensure we are able to act quickly when needs are identified by undertaking year group cohort reviews three times per year.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with KS2 leads during transition visits indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
2	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by national studies.
3	Our observations suggest some of our disadvantaged pupils, particularly lower attaining pupils, lack metacognition strategies and need additional support in revision and study skills.
4	<p>Our assessment, observations and discussion with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning, worry about how examinations will take place in the future and lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>At the end Term 5 2022-23: 290 students were receiving additional social and emotional support from the Student Focus Centre, 37 of whom are disadvantaged.</p>
5	<p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been between 3-6% lower than for all pupils.</p> <p>25-35% (May 2023: 32%) of disadvantaged pupils were 'persistently absent' compared to 10-15% (15%) of overall during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.)</p>

## 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 pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024-25, 90% of disadvantaged pupils enter the EBacc. In 2019, this figure was 71%. Achievement at KS4 (Progress 8) to be in the top 5% of schools.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests and LEXIA demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive, revision and study skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework effort grades. Targeted students attend support sessions with the Learning Mentor.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained levels of wellbeing from 2024-25 demonstrated by: <ul style="list-style-type: none"> <li>- Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>- An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>- An increase in pupils accessing support through the Student Focus Centre and completing sessions with them or with counsellors.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024-25 demonstrated by: <ul style="list-style-type: none"> <li>- The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and the overall being reduced to 1.5%.</li> <li>- 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.</li> </ul>

## 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 3: £18,983.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>This will involve ongoing teacher training through whole staff meetings, Teach Meet and curriculum development meetings.</p> <p>In Year 2, LEXIA was purchased and used to support students as an intervention measure.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <i>Improving Literacy in Secondary Schools</i></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in English and Maths: <i>Word-gap.pdf (oup.com.cn)</i></p>	1
<p>Developing metacognitive, revision and study skills in all pupils.</p> <p>This will involve ongoing teacher training through Teach Meet and whole staff meetings.</p> <p>In Year 2, Year 11 students attended a programme of bespoke sessions on revision methods and approaches, delivered by EBacc subject specialists.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p><i>Metacognition and self-regulation - EEF</i></p>	3

<p>Undertook the Attachment Awareness Schools Award with the RBWM Virtual School in Year 1.</p> <p>Undertook the Senior Mental Health Lead qualification in Year 2.</p> <p>This involved ongoing teacher training through Teach Meet and whole staff meetings.</p> <p>In Year 3, the school will set up a working party to develop a whole school mental health strategy.</p>	<p><i>Evidence from Virtual School research.</i></p>	<p>4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost in Year 3: £32,407.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged and sessions will be focused on EBacc subjects.</p>	<p>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: <i>One to one tuition – EEF</i></p> <p>And in small groups: <i>Small group tuition – EEF</i></p>	<p>1,2,3</p>
<p>Implement the 'Rise and Revise' raising attainment programmes for identified students in Year 11. This will include some disadvantaged pupils.</p>	<p><i>Metacognition and self-regulation – EEF</i> <i>Small group tuition – EEF</i></p>	<p>2,3,5</p>
<p>Employ a Learning Mentor to provide</p>	<p><i>Metacognition and self-regulation – EEF</i></p>	<p>2,3,4</p>

targeted academic support and intervention to the disadvantaged cohort. Students will receive advice and support on organisation, planning, homework and revision, with specific revision techniques taught. The Learning Mentor will also liaise between teachers and parents, attending meetings and facilitating discussions. The Learning Mentor will also lead on overseeing the wellbeing of these students.	<i>Small group tuition - EEF</i>	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost in Year 3: £75,487.17

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Pastoral teams, led by Heads of Year, to develop and implement new strategies for improving attendance. This will include embedding the principles set out in the DfE's <i>Improving School Attendance</i> guidance.	<i>Improving School Attendance advice – DfE.</i> The guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5
Provide social, emotional, behavioural and wellbeing support through a dedicated team of Wellbeing Practitioners, in a purpose-built space.	<i>Adolescent mental health: A systematic review on the effectiveness of school-based interventions – Early Intervention Foundation (eif.org.uk)</i>	4, 5
Provide support to the family beyond school through the appointment of a Parent		4,5

<p>Support Advisor. Employed to provide practical advice and bespoke training for parents and to support them at academic and pastoral meetings.</p>		
<p>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.</p>		2,4,5

Total budgeted cost: £90,152 in Year 1 and £102,467 in Year 2, £119,301 in Year 3.

Year 3 budgeted cost: £18,983.12 + £32,407.70 + £75,487.17 = £126,877.98



## 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 2022 to 2023 academic year.**

Our Year 11 Disadvantaged cohort was relatively small, with only 14 students in summer 2023. The overall Progress 8 score for the students in the cohort was a pleasing +0.24. 86% of students achieved 4+ in English and Maths, compared to the 2019 national average figure for this cohort of 44%. EBacc entry for this cohort was 71.4% (national average for all students is 38.7%), which is higher than the previous year.

As evidenced in schools across the country, the ongoing impact of the pandemic and subsequent 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 Prague Music Tour, Battlefields trip, Duke of Edinburgh Award scheme, residential trip to France and several day trips including Marwell Zoo, Harry Potter World, Thorpe Park and various theatre trips.

At Newlands Girls' School we believe in quality first teaching and this underpinned our approach. Students, who are Disadvantaged, were prioritised for intervention, including National Tutoring Programme. 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.

Overall attendance in 2022-23 showed a significant improvement on the previous year, with 93%, and was higher than the national average. However, the gap in attendance between the Disadvantaged and the overall (5% lower overall and a higher proportion of PA) is why attendance is a focus of our current plan.

We are still experiencing the effects of Covid-19 in our students' wellbeing and mental health. Assessments have revealed that the impact was particularly acute for some of our Disadvantaged students. We have continued to use Pupil Premium funding to provide wellbeing support for all pupils, and targeted intervention where required. We work closely with Number 22 Counselling Service: in 2022-23, 25 students received counselling within small groups (4-6 students) and we had two groups running throughout the year. This will continue in this academic year, 2023-24.

The Student Focus Centre (SFC) is run by our team of Wellbeing Practitioners and aims to meet the emotional needs of all pupils. It provides personalised support on an individual and small group basis, with priority given to students who are

Disadvantaged. The SFC approach is based around solution focus/CBT and coaching. Our specialist staff aim to empower pupils to address their own issues, whatever these may be. 290 students accessed this service in 2022-23, including 37 who are Disadvantaged. A total 25 families have also benefited from working with our Parent Support Worker. Our aim is to build on this, with all of our efforts underpinned by the school core values of Courage, Commitment and Compassion.