



Review of Pupil Premium Expenditure: 2020 - 21

Allocation for 2020 - 21	£79,100.00
Additional staffing hours in Mathematics (0.35) and English (0.35) This allows capacity to run small group and 1:1 intervention sessions, delivered by subject specialists.	£40,316.00
Pupil Premium Lead (Mrs S. Nuttycombe) A member of the Leadership Team designated to monitor and improve standards and outcomes of Pupil Premium students.	£9,082.00
Learning Mentor (Mrs S. Goodge) Employed to provide targeted academic support and intervention to the disadvantaged cohort. This includes a focus on improving attendance.	£22,790.00
Parent Support Worker (LM) Employed to provide practical advice and bespoke training for parents and to support them at academic and pastoral meetings.	£3,425.00
Educational Resourcing To provide subsidies for trips, visits, enrichment activities and revision materials.	£830.00
Emotional & Wellbeing Support Services The Student Focus Centre employs three full-time staff, who provide daily social and emotional support in a range of different ways. These include one-off coaching sessions, advice for coping with bereavement, strategies for managing anxiety and stress and guidance on parental or home issues for example. This list is not exhaustive.	£8901.00
External Counselling Services Bespoke support from a qualified specialist	£162.00
Total	£85, 506
Overspend	-£6,406

Impact of Pupil Premium Funding: 2020 - 21

Summary Information			
School	Newlands Girls' School		
Academic Year	2020 - 21	Total PP Allocation	£79,100.00
Total number of pupils (Year 7-11)	948	Number of pupils eligible for PP	89

Due to the impact of COVID-19, no data has been published nationally for 2019-20 or 2020-21.

Current Attainment 2018-19: DfE tables		
	Pupils eligible for PP (Newlands Girls' School)	Pupils not eligible for PP (national average) or 'others'*
% achieving 5 subjects at standard pass inc English & Maths	85.7	69.9
% achieving 5+ in English & Maths	57.1	49.0
Progress 8 score average	+0.60	+0.12
Attainment 8 score average	5.6	5.2
Notes: * To benchmark the progress of disadvantaged students, it is recommended that schools measure the disadvantaged cohort's performance against the national average of students who are not disadvantaged. It is argued that measuring against the national average for disadvantaged students is not aspirational. These figures are the most recently published.		

Attendance 2018-19		
	Pupils eligible for PP (Newlands Girls' School)	National average (all pupils)*
Absence (% of sessions missed)	5.08	5.5
Persistent Absence (% of pupils who missed 10% or more sessions)	12.83	12.8
Notes: * To benchmark the progress of disadvantaged students, it is recommended that schools measure the disadvantaged cohort's attendance against the national average of all students. It is argued that measuring against the national average for disadvantaged students is not aspirational.		

Support Across Key Stages 3 & 4	
	% of support received by PP pupils
Parent Support Worker	26
The Student Focus Centre <i>PP students received a range of social and emotional support, including one-off coaching sessions, advice for coping with bereavement, strategies for managing anxiety and stress and guidance on parental or home issues. These were bespoke. The number of sessions is dependent on need, ranging from a one-off appointment to a series of sessions over several terms.</i>	30

Learning Mentor	
Number of PP pupils who received support	56*
*All PP students also received at least a 'check in' during lockdown.	
Notes: PP students met with the Learning Mentor to discuss academic progress, usually on a 1:1 basis. Students received advice and support on organisation, planning, homework and revision, with specific revision techniques taught. The Learning Mentor also liaised between teachers and parents, attending meetings and facilitating discussions. In addition, all Year 9 and Year 11 PP students participated in individual CEIAG meetings.	

Stakeholder Comments

The Student Focus Centre

“They have taught me a better way to cope with my anxiety and what I should do.”

“They were very trustworthy and genuine people. You can share anything with them.”

“They have helped me to see the other (positive) side of the situation.”

“Talking to someone is always better than bottling it up.”

“Thank you so much for helping me during my troubled days. I really appreciate your help and support.”

“Thank you so much for always looking after me when I had a bad day at school and giving me a safe space when I needed it most.”

Learning Mentor

“I like to think things through with Mrs G. She is very good at helping find solutions.”

“The group are really supportive. I look forward to the meetings.”

“She shows us where the ‘gaps’ are and teaches us methods for revision.”

“It helps to have time away from a stressful environment – to go somewhere quiet and talk.”

“I like being able to do my homework in school with someone there to help.”

“Seeing [Mrs G] helps to keep me on track. It is a chance to discuss things other than emotional issues.”