

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	959
Proportion (%) of pupil premium eligible pupils	7.61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss J Capon, Acting Co-Headteacher
Pupil premium lead	Mrs S Nuttycombe, Assistant Headteacher
Governor / Trustee lead	Mr S Bridge, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,715
Recovery premium funding allocation this academic year	£11,165
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	£80,880

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, are prepared for life in the twenty-first century. Our ultimate aim is for our girls to become confident, adaptable young women who can work co-operatively but who are also capable of thinking for themselves, making rational decisions and taking control of their own lives. We aim to provide a supportive environment in which every individual is valued and able to develop to the full her academic, moral and spiritual potential.

We will also consider the challenges faced by our 'pastorally vulnerable' pupils. This includes those with Social Care or Early Help involvement and young carers. The approaches and actions outlined in this statement is 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: the School Development Plan includes 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 2 2021-22:</p> <ul style="list-style-type: none"> - 65 students are receiving additional social and emotional support from the Student Focus Centre, 13 of whom are disadvantaged. - 29 students are receiving individual or small group interventions with a counsellor or Learning Mentor, 20 of whom are disadvantaged.
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-6% lower than for all pupils.</p> <p>20-30% of disadvantaged pupils have been 'persistently absent' compared to 8-12% 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, 75% 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.

<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading comprehension tests 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.</p>
<p>Improved metacognitive, revision and study skills among disadvantaged pupils across all subjects.</p>	<p>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.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained levels of wellbeing from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys and teacher observations. - An increase in participation in enrichment activities, particularly among disadvantaged pupils. - An increase in pupils accessing support through the Student Focus Centre and completing sessions with them or with counsellors.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> - 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%. - 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: £34,357

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 Teach Meet, Talking Teachers and curriculum development meetings.</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, Talking Teachers and whole staff meetings.</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>Undertake the Attachment Awareness Schools Award with the Virtual School.</p> <p>This will involve ongoing teacher training through Teach Meet, Talking Teachers and whole staff meetings.</p>	<p><i>Evidence from Virtual School research.</i></p>	4

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

Budgeted cost: £40, 470

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 'Step Up' and 'Shape Up' 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 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.</p>	<p><i>Metacognition and self-regulation – EEF</i> <i>Small group tuition - EEF</i></p>	<p>2,3,4</p>

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

Budgeted cost: £15,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p><i>Improving School Attendance advice – DfE.</i></p> <p>The guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Provide social, emotional, behavioural and wellbeing support through a dedicated team of Wellbeing Practitioners, in a purpose-built space.</p>	<p><i>Adolescent mental health: A systematic review on the effectiveness of school-based interventions – Early Intervention Foundation (eif.org.uk)</i></p>	4, 5
<p>Provide support to the family beyond school through the appointment of a Parent Support Advisor. Employed to provide practical advice and bespoke training for parents and to support them at academic and pastoral meetings.</p>		4,5
<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