



# **Newport Girls' High School**

## **The Impact of Pupil Premium Funding 2022 – 2023**

### **Background**

- As a grammar school with relatively low numbers of students for whom we receive PP support, this money has been used to increase the amount of targeted academic intervention that students receive, using SMID to review the impact that this has had on the progress of our pupil premium students in comparison with their peers, to ensure that the academic intervention that is used suits our students' needs.
- The pupil premium is a specific amount of money given to school based on three factors:
  - If the pupil has been eligible for free school meals anytime in the last 6 years (Ever 6 FSM)
  - If the pupil has parents serving in the armed forces (Ever 5)
  - If the pupil is a looked after child (LAC) by the local authority (receive pupil premium plus)
- For the financial year 2022 -23, secondary schools received £985 for each pupil in years 7 to 11 who were registered as eligible for free school meals at any point in the last 6 years (Ever 6 FSM).
- Schools received £320 of additional funding to support children and young people with parents in the armed forces. Pupils attract the premium if they meet the following criteria:
  - one of their parents is serving in the regular armed forces
  - one of their parents served in the regular armed forces in the last 3 years
  - one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)
- Schools received £2,410 for each pupil who has left local-authority care due to one of the following reasons (i.e. Previously looked-after students):
  - adoption
  - has been looked after by the local authority for 1 day or more
  - a special guardianship order
  - a child arrangements order
  - a residence order

### **Key Aims**

- To narrow the gap between the educational achievement of these pupils and their peers.
- To provide additional educational resources and/or support to raise the achievement of these pupils.
- To address non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing.
- To ensure that pupils can access the full range of curricular and extra-curricular opportunities to enhance their learning.
- To offer extension and enrichment opportunities to broaden pupils' educational experiences regardless of financial circumstances.
- To address underlying inequalities, as far as possible, between these pupils and others.
- To work in partnership with the parents of pupils to collectively ensure their success.
- To annually conduct a whole school review to assess the impact educationally as well as effects on wider development of pupils.
- In recent years, our approach has been amended to base it on expert evidence of what works when improving the outcomes of disadvantaged children.

### Monitoring and Evaluation Procedures

- The School will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes, enhancing the pupil's wider development as well as cost effectiveness for the school.
- The Senior Lead for Pupil Groups will report annually to the governing body on how effective Pupil Premium spending has been and what impact has been made.
- Information regarding Pupil Premium spending will be published on the school's website.
- This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.
- Pupil Premium outcomes will form part of the evaluation of the school development plan and associated SEF.

### Measuring Progress

The reformed 9 to 1 grading system is fully implemented in each year group. All target grades, examination results and forecast grades relate to this scale. All students have targets set in each subject based on their prior attainment SAT scores or the entry examination. These targets are set in line with the performance of the top 25% of schools from Fischer Family Trust estimates, as well as SMID data. All students take internal examinations at the end of the school year. The results of these examinations have been used to compare the progress of pupil premium students against all other students. Progress is set by comparison to 2019 coefficients at this time.

For Years 7 to 10, a number of indicators have been used:

- The average grade attained across all subjects.
- The percentage success rate as students work towards a targeted point score for the end of each Key Stage.
- The current Attainment 8 and Progress 8 measures. Note that these are 'current' scores for each year group and not forecasts for the end of Key Stage 4.
- The current Progress 8 measures for each of the four areas: English, Mathematics, EBacc subjects and Open subjects.

For Year 11, published performance table indicators have been used from SMID.

### Expenditure

The tables shown summarise the nature of support and expenditure by year group. An assessment is made of any impact. The majority of expenditure has been attributed to individual pupils where this was explicit support for that named pupil. On some occasions the funding was used across year groups (for example, counselling services), then this expenditure has been attributed appropriately across year groups.

### School Population

Total number of pupils on role (7 to 11)	<b>534</b>
Total number of eligible students	<b>59</b>
% of school population	<b>11.04%</b>
Total amount of allocated funding (Sept 20)	<b>£38,185</b>
Amount of expenditure on Free School Meals	<b>£12,100</b>
Total amount of other expenditure	<b>£26,085</b>
Total expenditure	<b>£38,185</b>

<b>Year 7</b>			
<b>Number of Pupil Premium Service Pupil Premium</b>	<b>14 6</b>	<b>Total Expenditure</b>	<b>£7900</b>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Ensure effective transition from primary schools to Newport Girls' High School.</li> <li>• Encourage participation in the full life of the school including trips and extracurricular activities.</li> <li>• Ensure that staff get to know the pupils quickly and are aware of any areas of support needed.</li> </ul>			
<b>Nature of Support</b>		<b>Evaluation and Impact</b>	
Pastoral Support from Head of Year and Wellbeing Officer  Additional support from SEND Assistant  Transition activities relating to Primary School visits  Loudmouth theatre production as part of the Relationship and Sex Education curriculum  Year 7 team building day at Edgmond Hall  Netball Club and the netball weekend  Educational visits and workshops during Curriculum Enrichment week in the summer term  Textbooks / resources to support learning  Music lessons including keyboard, guitar and singing  Help with transport costs to and from school  Help with uniform costs		The range of support that has been offered to students in Year 7 has enabled our pupil premium students to play a full and active role within the school community. The funding has been used to ensure that all trips and visits are attended which allows the students to not miss out on any learning that happens while on the curriculum activities.  This funding has also enabled the students to take part in extra-curricular opportunities this academic year.  Furthermore, students have been offered pastoral and counselling support as and when needed in order to ensure a smooth transition to Year 7.  The summer examinations this year were recorded as percentages rather than grades. Based on internal exam results, at the end of Year 7; <ul style="list-style-type: none"> <li>• The average grade for pupil premium students in maths was 69 whereas it was 70 for other students, so only very slightly lower.</li> <li>• In English, the average mark for pupil premium students was 62 and was slightly lower at 61 for other students.</li> <li>• Average grades were the same in EBacc. subjects for pupil premium students, and</li> <li>• The mean average across all subjects for individual students showed some outstanding performances for pupil premium students, with 14/19 achieving <i>at least</i> the mean average across all subjects.</li> </ul> We are therefore seeing no discernible gap across the curriculum for our pupil premium students based on the internal data produced by the end of Year 7 examination – this will still need to be monitored however. Next steps in Year 8 will include the targeted use of MyTutor for KS3, as well as small group intervention sessions in core subject as appropriate – especially Maths and English, as well as the pilot introduction of a Reading Programme for all KS3 students starting in January 2024, with the aim to build in dedicated reading time to form time.	

<b>Year 8</b>			
<b>Number of Pupil Premium</b>	<b>12</b>	<b>Total Expenditure</b>	<b>£6100</b>
<b>Service Pupil Premium</b>	<b>6</b>		
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Develop confidence and a positive attitude.</li> <li>• Ensure pupils are fully involved in the life of the school, participating in a range of activities.</li> <li>• Support and guide them through the options process, bearing in mind future pathways.</li> </ul>			
<b>Nature of Support</b>		<b>Evaluation and Impact</b>	
<p>Pastoral support from Head of Year and Wellbeing Officer</p> <p>Additional support from SEND Assistant</p> <p>Counselling services</p> <p>Loudmouth theatre production as part of the Relationship and Sex Education curriculum</p> <p>Additional Maths tutoring during form times</p> <p>One to one MyTutor support in core subjects such as maths</p> <p>Educational visits during Curriculum Enrichment week in the summer term and the residential visits to France &amp; Germany</p> <p>Specifically targeted intervention support through attendance at lunchtime or after school clubs</p> <p>Purchase of school uniform and equipment</p> <p>Help with transport costs to and from school</p> <p>Music lessons such as saxophone</p>		<p>The full range of activities that students have taken part in have enabled the pupil premium students to grow in confidence and develop their skills further.</p> <p>All students have been able to access the curriculum fully with all additional activities being supported for these students.</p> <p>All students were supported successfully through the options process and have now begun a full range of GCSE subjects in Year 9.</p> <p>Based on internal exam results, at the end of Year 8;</p> <ul style="list-style-type: none"> <li>• Attainment and progress figures showed that PP students performed slightly lower than other students when compared across all subjects.</li> <li>• Current Attainment 8 figures were 52.5 for PP students and 51.8 for other students, showing a pleasing +0.7 difference for PP students.</li> <li>• Pupil premium students have made virtually the same progress in English and Ebacc subjects but have made slightly more progress in Maths (+0.36).</li> </ul> <p>Pleasing progress indicators are showing in Maths, English and Ebacc subjects generally. Two PP students accessed MyTutor support outside of school for a substantial period of the academic year. This has proved effective in the final analysis. Next steps for Year 8 could include continuing to use MyTutor in the following academic year, as well as small group support in core subjects, especially in English. Faculty Leaders will be consulted in order to identify the students most needing this support and the most effective way to provide intervention and alongside class teachers, will monitor its' success.</p>	

<b>Year 9</b>			
<b>Number of Pupil Premium</b>	<b>6</b>	<b>Total Expenditure</b>	<b>£4100</b>
<b>Service Pupil Premium</b>	<b>2</b>		
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Encourage high aspirations.</li> <li>• Ensure a smooth transition to GCSE work.</li> <li>• Develop a positive mind set and personal wellbeing.</li> </ul>			
<b>Nature of Support</b>		<b>Evaluation and Impact</b>	
<p>Pastoral support from Head of Year and Wellbeing Officer</p> <p>Additional support from SEND Assistant</p> <p>Counselling services</p> <p>Loudmouth theatre production as part of the Relationship and Sex Education curriculum</p> <p>Brook advisory service as part of the Relationship and Sex Education curriculum</p> <p>Bronze Duke of Edinburgh award scheme</p> <p>Educational visits and workshops during Curriculum Enrichment week in the summer term, including the residential trip to Paris</p> <p>Additional Maths and English tutoring during form times</p> <p>Purchase of school equipment including subject revision guides</p> <p>Purchase of school uniform</p>		<p>The target setting system ensures that the grades are aspirational for all students. Our pupil premium students were supported through this process to help develop a positive mindset. A key aim of this year was to focus on student wellbeing in order to ensure that students were resilient to balance GCSE study and other school activities.</p> <p>Based on internal exam results, at the end of Year 9:</p> <ul style="list-style-type: none"> <li>• Current attainment 8 figures were nearly three-quarters of a grade lower for pupil premium students, with these students also making slightly less progress when comparing average grades across all subjects.</li> <li>• There are small gaps in progress in English and in Maths but given the small % of the cohort, this is not hugely significant.</li> <li>• Pupil premium students have made virtually the same progress in Ebacc subjects as other students.</li> </ul> <p>This is a key year as students are transitioning into formal GCSE courses. Students at the end of Year 9 do narrow their curriculum by one subject. Furthermore, with such a small cohort figures are extremely sensitive to slight changes in grades.</p> <p>Moving forward, we will ensure that short term targets are identified, working with the students, through planned academic intervention in subject areas and through the Head of Year and SEND team as appropriate. Academically, this will target the subjects where progress has been less than expected. Again, it may be appropriate to support individuals with small group intervention in the next academic year. A progress improvement plan will be put in place early in the 2023 academic year.</p> <p>It is also likely that increased SEND provision may be needed to support individuals' improved progress next year as well as on-going support from the well-being officer.</p>	

<b>Year 10</b>			
<b>Number of Pupil Premium</b>	<b>2</b>	<b>Total Expenditure</b>	<b>£3600</b>
<b>Service Pupil Premium</b>	<b>3</b>		
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Ensure progress is being made in line with aspirational targets.</li> <li>• Proactively involve pupils in additional support sessions or clubs.</li> <li>• Fully support pupils in developing a future careers pathway.</li> </ul>			
<b>Nature of Support</b>		<b>Evaluation and Impact</b>	
<p>Pastoral support from Head of Year and Wellbeing Officer</p> <p>Additional support from SEND Assistant</p> <p>Counselling services</p> <p>Loudmouth theatre production as part of the Relationship and Sex Education curriculum</p> <p>Brook advisory service as part of the Relationship and Sex Education curriculum</p> <p>Educational visits such as the Geography trip to London</p> <p>Additional Maths, Science and English tutoring during form times</p> <p>One to one My Tutor online support used to target individual students and subjects with progress gaps</p> <p>Purchase of school equipment including subject revision guides</p>		<p>In Year 10 students are offered lunchtime and after school clubs to provide support for intervention purposes.</p> <p>Based on internal exam results, at the end of Year 10:</p> <ul style="list-style-type: none"> <li>• Current attainment 8 figures were lower at 57.5 for pupil premium students than for other students (71.34) when compared across all subjects.</li> <li>• There is a very small gap in progress being made in English and Maths, in addition to Ebacc subjects across the board.</li> <li>• Pupil premium students made two-thirds less progress than their non-PP/SPP peers.</li> </ul> <p>Academic intervention introduced last year will continue to support students in small groups in form time. Feedback from students and staff has been positive and students who have engaged with one to one MyTutor sessions in core subjects, have shown improvement too. This has been less so in other subject areas such as Languages and Humanities.</p> <p>Much pastoral support has been put in place throughout the year and the Well-being Officer has worked closely with individuals in this year group. Furthermore, the SEND and pastoral team are in regular contact with parents to help monitor progress and offer support, having also created a new category of 'SEND Monitored' to identify any additional support that may be needed by individuals whilst evidence is gathered.</p> <p>Intervention will be provided to this year group based on academic performance but also regarding examination technique in order to further develop progress. Continued targeted intervention will be provided to students in Year 11.</p>	

<b>Year 11</b>			
<b>Number of Pupil Premium Service Pupil Premium</b>	<b>2</b>	<b>Total Expenditure</b>	<b>£4385</b>
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Ensure all pupils in receipt of pupil premium achieve grades 9 to 5 in their GCSEs.</li> <li>• Provide clear and effective intervention strategies along with appropriate study resources and support.</li> <li>• Fully support pupils preparing for their transition to Key stage 5 and beyond by offering a wide range of opportunities.</li> </ul>			
<b>Nature of Support</b>			
Pastoral support from Head of Year and Wellbeing Officer  Additional support from SEND Assistant  Counselling services  One to one My Tutor online support used to target individual students and subjects with progress gaps and provide intervention  Silver Duke of Edinburgh award scheme  BodyBarn sessions during PE curriculum  Curriculum trips including Geography trip to Carding Mill Valley and Poetry Live with the English Dept  Purchase of school equipment including subject revision guides and workbooks for history, science and English set texts  Additional maths and English tutoring during form times and lesson time  Purchase of school uniform  Assistance with travel to and from school  Music lessons including guitar		See GCSE results in the table shown below.	

### **GCSE Examination Results 2022**

	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>
Number of Pupils in Year 11	4	82
Progress 8 Score	0.64	0.78
Attainment 8 Score	76.5	77.42
EBacc Average Point Score	24.25	23.78
% achieving the English Bacc grade 5 or above	50%	78.57%
% achieving English grade 5 or above	100%	98.81%
% achieving Maths grade 5 or above	100%	98.81%
% achieving English and Maths grade 7 or above	100%	98.81%
Progress 8 in English	15.5	15.83
Progress 8 in Maths	16.5	15.74
Progress 8 EBacc	24.25	23.78

Four students were in receipt of additional funding through the pupil premium grant. The majority of students achieved well against their progress 8 score achieving up to 2 grades higher than indicated in some subjects. The average point score in EBacc subjects was higher than for other students.

All pupil premium students achieved a grade 7 or higher in English and maths which is higher than for other students. This is very positive as these students also received intervention (including small group support in school as well as one to one sessions outside of school with MyTutor), which has clearly contributed to this success.

Overall, attainment 8 scores were only marginally lower than the non-pupil premium students, which indicates that their baseline levels were lower than the other students when they joined the school. Progress levels in maths and EBacc subjects was higher than for other students and only marginally lower in English.

It is clear that where students engaged positively with intervention put in place, this is reflected in their overall results.