



Newport Girls' High School

The Impact of Pupil Premium Funding 2024 – 2025

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/child in care (LAC/CiC) by the local authority (receive pupil premium plus)
- For the financial year 2024 -25, secondary schools received £1050 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 £340 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 £2,570 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.

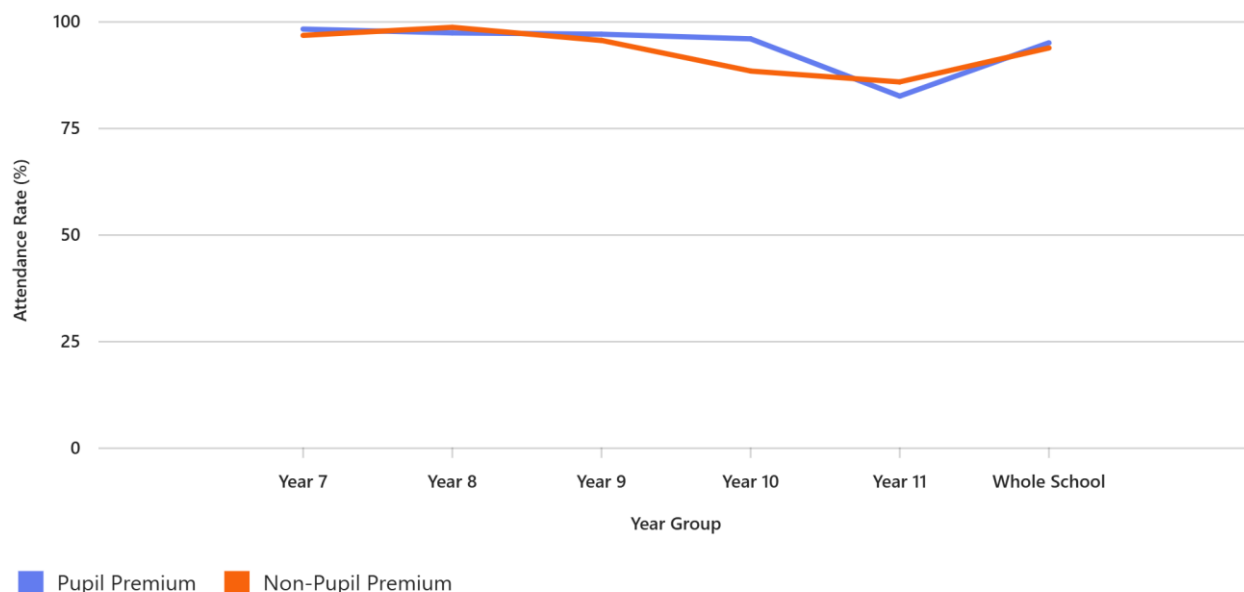
For Years 7 to 10, a number of indicators have been used:

- The average percentage or 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.

Attendance

A data analysis comparison shows that in 2024-25, attendance across years 7 to 11 is largely in line for pupil premium and non-PP pupils. In years 7,9,10 and 11, attendance is higher for pupil premium pupils, significantly so for some year groups, like year 10. When considering the school as a whole, pupil premium figure averages are slightly higher at 94.9% than non-PP (93.7%).



Entrance Test

In 2024, 34 pupil premium students sat the entrance test at NGHS. 13 of these students were then offered a place; 3 of them due to the lower qualifying score (in line with the school's admission policy). There are currently 15 pupil premium students on roll in the current year 7 (2025) as two further students sat the entrance test elsewhere and also qualified for a place.

School Population

Total number of pupils on role (7 to 11)	596
Total number of eligible students	68
% of school population	11.40%
Total amount of allocated funding (Sept 24)	£55,800
Amount of expenditure on Free School Meals	£16,555
Total amount of other expenditure	£39,650
Total expenditure	£56,205

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.

Year 7

Number of Pupil Premium Service Pupil Premium	8 5	Total Expenditure	£6,800
Objectives: • Ensure effective transition from primary schools to Newport Girls' High School. • Encourage participation in the full life of the school including trips and extracurricular activities. • Ensure that staff get to know the pupils quickly and are aware of any areas of support needed.			
Nature of Support		Evaluation and Impact	
Pastoral Support from Head of Year and Wellbeing Officers Additional support from SEND Assistant Counselling services Transition activities relating to Primary School visits Year 7 team building day at Edmond Hall Educational visits and workshops during Curriculum Enrichment week in the summer term Textbooks / resources to support learning Music lessons including keyboard 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; • The average percentage for pupil premium students in maths was slightly lower than their non-PP peers (78% < 82%) • In English, the average percentage for pupil premium students was 76%, which was just slightly lower than the 77% for other students. • The mean average across all subjects for pupil premium students was slightly lower their non-pupil premium peers (68<70%) Next steps in Year 8 will include drop-in sessions at lunchtime – especially in Maths and for English, the relaunching of a Reading Programme for all KS3 students which started in January 2024, with the purpose of building in dedicated and regular reading into form time. The aim is to build a love of reading for pleasure.	

Year 8			
Number of Pupil Premium	5 4	Total Expenditure	£6,400

Service Pupil Premium			
Objectives: • Develop confidence and a positive attitude. • Ensure pupils are fully involved in the life of the school, participating in a range of activities. • Support and guide them through the options process, bearing in mind future pathways.			
Nature of Support		Evaluation and Impact	
Pastoral support from Head of Year and Wellbeing Officers Additional support from SEND Assistant Counselling services Loudmouth theatre production as part of the Relationship and Sex Education curriculum Educational visits during Curriculum Enrichment week in the summer term and the residential visits to France & Germany Textbooks / resources to support learning Purchase of school uniform and equipment Help with transport costs to and from school Music lessons and extra-curricular activities, such as fencing lessons		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. All students have been able to access the curriculum fully with all additional activities being supported for these students. All students were supported successfully through the options process and have now begun a full range of GCSE subjects in Year 9. Based on internal exam results, at the end of Year 8; • In Maths, the average percentage for pupil premium students was 69%, which was higher than the 68% for non-pupil premium students. • In English, the average percentage for pupil premium students was 70%, which was slightly lower than the 73% for other students. • The mean average across all subjects for pupil premium students was 66% and for their non-pupil premium peers it was 70%. Next steps for Year 8 could include small group interventions in the core subjects and encouragement to attend the drop-in sessions at lunchtime. 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.	

Year 9			
Number of Pupil Premium	16	Total Expenditure	£16,150
Service Pupil Premium	6		

Objectives: • Encourage high aspirations. • Ensure a smooth transition to GCSE work. • Develop a positive mind set and personal wellbeing.	
Nature of Support	Evaluation and Impact
Pastoral support from Head of Year and Wellbeing Officers Additional support from SEND Assistant Counselling services Loudmouth theatre production as part of the Relationship and Sex Education curriculum Bronze Duke of Edinburgh award scheme Educational visits and workshops during Curriculum Enrichment week in the summer term Purchase of school equipment including subject revision guides and course texts across a range of subjects Purchase of school uniform Music lessons such as ukelele and extra-curricular activities	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. Based on internal exam results, at the end of Year 9: • In Maths, the average grade for pupil premium students was 6.3, which was lower than the 6.7 for non-pupil premium students. • In English, the average grade for pupil premium students was 5.5, which was slightly lower than the 6 for non-pupil premium students. • The mean average grade across all subjects for pupil premium students was 6 and for their non-pupil premium peers it was 6.6. 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 a relatively small cohort, figures are extremely sensitive to slight changes in grades. 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 2025 academic year within departments as appropriate. It is also likely that some MyTutor provision may be needed to support individuals' improved progress next year, given how effective early intervention has proved this year.

Year 10			
Number of Pupil Premium Service Pupil Premium	10	Total Expenditure	£5,800
	5		
Objectives:			

• Ensure progress is being made in line with aspirational targets. • Proactively involve pupils in additional support sessions or clubs. • Fully support pupils in developing a future careers pathway.	
Nature of Support	Evaluation and Impact
Pastoral support from Head of Year and Wellbeing Officers Additional support from SEND Assistant Counselling services Loudmouth theatre production as part of the Relationship and Sex Education curriculum Educational visits such as the Geography trip to London and GCSE Science Live Music lessons, including group keyboard lessons One to one My Tutor online support used to target individual students and subjects with progress gaps Purchase of school equipment including subject revision guides across a range of subjects	In Year 10 students are offered lunchtime and after school clubs to provide support for intervention purposes. Based on internal exam results, at the end of Year 10: • In Maths, the average grade for pupil premium students was 6.22, which was slightly lower than the 7.06 for non-pupil premium students. • In English, the average grade for pupil premium students was 6.38, which was slightly lower than the 7.05 for non-pupil premium students. • The mean average grade across all subjects for pupil premium students was 6.03 and for their non-pupil premium peers it was 6.89 Academic intervention introduced last year will continue to support students in drop-in and intervention. Feedback from students and staff has been positive and students who have engaged with one to one sessions in core subjects, have shown improvement too. Much pastoral support has been put in place throughout the year and the Wellbeing 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' last year to identify any additional support that may be needed by individuals whilst evidence is gathered. 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.

Year 11			
Number of Pupil Premium	4	Total Expenditure	£4,500
Service Pupil Premium	2		

Objectives:

- Ensure all pupils in receipt of pupil premium achieve grades 9 to 5 in their GCSEs.
- Provide clear and effective intervention strategies along with appropriate study resources and support.
- Fully support pupils preparing for their transition to Key stage 5 and beyond by offering a wide range of opportunities.

Nature of Support

Pastoral support from Head of Year and Wellbeing Officers

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

Curriculum trips including Geography trip to Carding Mill Valley and the end of year trip to Alton Towers

Purchase of school equipment including subject revision guides and workbooks for D&T, MFL, 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, such as drums

See GCSE results in the table shown below.

GCSE Examination Results 2025

	Pupil Premium	Non-Pupil Premium
Number of Pupils in Year 11	6	84
Progress 8 Score	0.48	1.15
Attainment 8 Score	66.83	77.76
Average Points Score	6.37	7.52
% achieving the English Bacc grade 5 or above	81.4%	83.33%
% achieving English grade 5 or above	83.33%	98.75%
% achieving Maths grade 5 or above	100%	97.5%
Progress 8 in English	-0.07	0.74
Progress 8 in Maths	1.26	1.10
Progress 8 EBacc	0.36	0.58

Six students were in receipt of additional funding through the pupil premium grant. The majority of students individually achieved well against their progress 8 score with some achieving up to 2 grades higher than indicated in some subjects but the overall picture was somewhat lower. The average point score in EBacc subjects was one grade lower than for other students.

All but one pupil premium student achieved a grade 5 or higher in English and all pupil premium students gained at least a grade 5 in maths. The same percentage of pupil premium students as non achieved a

grade 7 or higher in Maths, but this was lower in English (50% PP compared to 77% non PP). This is based on English *Language* results but when English *Literature* is considered, PP students outperform non PP by gaining 100% grade 9-5, compared to non PP (97.5%). This is the same when compared to maths at grade 9-5 – 100% PP and 97.5% non PP.

It is clear that where students engaged with intervention (including small group support in school or attending drop-ins regularly for example), this is reflected in their overall results.

Overall attainment 8 scores were 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 were higher than for other students but lower in English and EBacc subjects.

Furthermore, with such a small cohort of PP students, it is worth noting that figures are extremely sensitive to slight changes in grades.

This analysis has been based on data taken from SMID for the 2025 summer examinations.