

## 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	Newport Girls' High School
Number of pupils in school	672
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	M J Scott
Pupil premium lead	A M E Davies
Governor / Trustee lead	Judith Macpherson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,415
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years	£3,937
<b>Total budget for this academic year</b>	<b>£22,352</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- 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 support the mental and physical well-being of students from a disadvantaged background.
- 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 audit to assess the impact educationally as well as effects on wider development of pupils.
- From March 2020, we changed our approach (and amount of funding allocated) to meet the additional demands and needs created by the school closure at that time, whilst also fulfilling the aims as outlined above. This is on-going as we work to address any lost learning due to the pandemic.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low take up of FSM</b> – it is evident from weekly figures provided by Catering Academy that only a minority of eligible students are taking up their free school meals.
2	<b>Lost learning post-pandemic</b> – this is evident for a number of students within our school community, including some pupils from disadvantaged backgrounds.
3	<b>Impact of deployment of parent/s for service children</b> – parent/s being deployed abroad has a discernible impact on the well-being of children affected. Sometimes these parents can be away for lengthy periods and in countries with different time zones, making communication difficult too.
4	<b>Low confidence / low self-esteem</b> – one to one review meetings between well-being officers and pupils has shown that a minority do suffer with confidence issues and this is usually linked to academic performance in some subjects which they find particularly challenging. SMID data has shown a small gap in performance for some students in Maths and English in particular.
5	<b>Attendance issues relating to pandemic or other reasons</b> – regular monitoring of attendance has shown that some students have fallen below the school expectation of 97% [a minority below the national average of 95% too]. Whilst this is often unavoidable, it does invariably have an impact on student performance in the longer term.

## 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
Increased take up of FSM	Improved numbers shown on data gathered from Catering Academy so that more than 50% of eligible students are taking up their FSM on a weekly basis or at least a surety that parents are aware of their child's eligibility when making their meal choice.
Identify any gaps in learning and provide intervention which aims to close them	<ul style="list-style-type: none"> <li>• Positive data on SMID / internal data analysis / targeted support through intervention.</li> <li>• Heads of Faculty and Pastoral Heads monitoring progress of students receiving intervention and measuring its' impact. Alternative methods trialled if expected progress is not made.</li> </ul>
Support specific to Service Children, as well as the wider group of disadvantaged pupils, to be provided	Increase of self-esteem and positive pupil voice feedback
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	High levels of wellbeing from the end of 2021-22 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> </ul>
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Improved attendance evident in half-termly reviews – all pupils to aim for the school expectation of 97% with the gap for disadvantaged pupils being no more than 5% lower than their peers.</li> <li>• Support in place for those unavoidably off school through illness to ensure rapid catch up – potential to put MyTutor in place for these students on a short-term basis or internal intervention in core subjects.</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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of new Teaching & Learning Initiative from 2021 to reinforce Rosenshine's Principles of Instruction and Cognitive Load Theory. These teaching strategies will benefit all pupils and especially those who have not engaged with their learning as consistently during lockdown as others, including disadvantaged pupils.	<p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Schools should consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching:</p> <p><a href="#">School Improvement Planning and High Quality Teaching</a></p> <p><a href="#">The Principles of Instruction are taken from Rosenshine's Research-based strategies that all teachers should know</a></p>	2, 4

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Tutor 1 to 1 sessions to engage students in high impact one to one coaching in Maths, English and Science up to 3 times a week as appropriate	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:	2, 4

<p>according to individual needs. Focusing on where there has been lost learning or where support is identified as most needed in core subjects.</p>	<p><a href="#">One to one tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	
<p>National My Tutor programme - to provide small- group support for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>As above and in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 4</p>
<p>Intervention – English coaching, including addressing the reinforcement of basic literacy skills which will positively impact all subjects</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>2, 4</p>
<p>Maths Intervention – small group support for students within the school day, targeting lost learning and building on foundations of maths. This will include disadvantaged students.</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully:  <a href="#">School Improvement Planning</a> The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p>	<p>2, 4</p>

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one termly meetings with Well-Being Officers	Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways: <a href="#">Wider planning strategies</a>	1, 4, 5
Support meetings for Service Children e.g. Hot Choc & Chat opportunities	As above	3, 4
Review meetings with Pastoral Heads and Attendance Officer to identify attendance concerns and take action as required	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.	5
Contingency fund for acute and/or wider issues and requirements should they arise	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £21,000**

## 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 2020 to 2021 academic year.

What follows is a summary of attainment and progress by year group, based on internal assessments for years 7-10 and GCSE results for year 11 in 2020-21:

**Year 7:** We saw consistent progress indicators across the curriculum for our pupil premium students – this will continue to be monitored should intervention be needed in Year 8. Progress 8 indicators are extremely positive for this year group.

**Year 8:** Pleasing progress indicators shown in English and Ebacc subjects generally although less so in Maths. However, differences in attainment grades indicate that the baseline starting points for the pupil premium students were slightly lower to begin with. Intervention will be arranged to enable the progress gap to be narrowed between English and Maths in Year 9.

**Year 9:** This is a challenging year as students are transitioning into formal GCSE courses. Students at the end of Year 9 did narrow their curriculum by one subject. With such a small cohort figures are extremely sensitive to slight changes in grades. We will ensure that we identify short term targets working with the students, through planned academic intervention in subject areas and through the Head of Year. This will target the subjects where progress has been less than expected.

**Year 10:** Based on internal exam results, at the end of Year 10:

- The average grade for pupil premium students across all subjects was 6.91 whilst for other students it was 7.36.
- Current attainment 8 figures were 73.86 for pupil premium students and 79.8 for other students.
- There is a very small gap in progress being made in English but more significant gaps in Maths and in other subjects. We have continued the new academic intervention process introduced last year in this year group but despite positive feedback from students and staff which is reflected in the English results, this is less evident across the range of other subjects. Intervention will need to be provided to this year group based on academic performance but also regarding examination technique in order to narrow this gap. Continued targeted intervention will be provided to students in Year 11.

**Year 11:** A small number of 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. This is higher than the non-pupil premium students within the same year. 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. Attainment 8 scores were pleasing for the majority of the pupil premium students [averaging 80.5 for those pupil premium students, compared to 80.06 for

other students]. One student performed lower than this [at 59.0] which has had a more adverse effect on the overall picture, given the small numbers involved. It is clear that where students engaged positively with intervention put in place, this is reflected in their overall results.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
One to one coaching	My Tutor
Three to one - National Tutoring Programme	My Tutor

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>- My Tutor one to one academic support through coaching in school and at home</li> <li>- Opportunity to meet with Well-being Officer/s for pastoral support</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>- SMID data showed that students performed in line with their cohorts with no significant gaps</li> </ul>

## Further information (optional)

**Additional to the above information, outlined below is the school's monitoring and evaluation procedures for Pupil Premium students, as well as a summary of how we measure progress across the academic year. The report referred to is the annual impact of Pupil Premium report for the year 2020-21:**

### **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 and parents 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 has now been 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. 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 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 for 2020-21.

