

Pupil premium strategy statement – Newport Girls’ High School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	885
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	A Jones
Pupil premium lead	A M E Davies
Trustee lead	Julie Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,165
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62,165

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 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.

Challenges

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

Challenge number	Detail of challenge
1	<i>Our attendance data for 2024-2025 indicates that the attendance of our FSM students is lower than non-FSM students, with a difference of 3.1%.</i>
2	<i>Our behaviour and rewards data suggests that some of our disadvantaged students have a lower readiness for learning and higher pastoral needs, this contributes to an increased number of behaviour incidents and lost learning time for some individuals. These students can also show less engagement with the school's reward systems, accumulating fewer positive points and experiencing less positive reinforcement, which can limit motivation and</i>

	<i>participation. These factors collectively impact their behaviour, sense of belonging and academic outcomes.</i>
3	<i>Over the past three academic years PP students have on average performed below their non-PP peers at GCSE (APS 7.4 vs 6.6), however this gap fluctuates greatly due to the small numbers of PP students in each cohort (2023 – 0.3 grades / 2024 – 1 grade).</i>
4	<i>There is evidence that PP students are not accessing residential or overseas trips to the same extent as their non-PP peers. This is particularly the case for trips abroad – for example, to France or Germany, as offered annually by the MFL department. This would unfairly disadvantage PP students therefore as the vast majority of our students study an MFL at GCSE level and would miss an opportunity to hone their language skills abroad and immerse themselves in the culture of that country.</i>
5	PP students show widening gaps in attainment and progress and underperform compared to non-PP, though the gap is small.

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
1. <i>To achieve and sustain improved attendance for all pupils, particularly those that are in receipt of FSM.</i>	Sustained high attendance by 2027/2028 demonstrated by: <ul style="list-style-type: none"> - A reduction in the difference between the attendance of disadvantaged students/students and their peers to below 4% - The percentage of students that are persistently absent to remain below 7% (8.7% in 24-25) and the figure among disadvantages pupils being no more than 2% lower than their peers
2. To increase readiness for learning through a decrease in behaviour logs and an increase in engagement with the rewards systems in school.	To see a decrease in the behaviour incidents year on year for disadvantaged students. To increase time on task in lessons through learning walks. To have a reduction in repeated sanctions and lesson removal. To increase NGHS reward points being gained by PP students.
3. To maximise academic outcomes at GCSE for all pupils, particularly those that are Pupil Premium.	To ensure PP students are frequently of central focus for HOF quality assurance processes (inc. data analysis, pupil voice and work scrutiny). To ensure that attendance of PP students at subject level intervention is prioritised and closely monitored.

	To ensure that PP funding is appropriately allocated to supporting the academic success of these students.
4. To increase the number of Pupil Premium students going on overseas / residential trips.	To ensure that Pupil Premium students are not excluded from residential trips due to a lack of funding, in order to build their cultural capital, their life experiences and furthermore, to support their learning / understanding in MFL lessons and beyond. Students feel a part of the school community and feel valued as such when they participate in such positive opportunities.
5. Pupil Premium students will develop stronger metacognitive strategies and self-regulation skills to improve performance in high-stakes assessments	The focus area will be students planning and monitoring their own learning, using feedback effectively to adjust strategies. It will also involve building exam confidence through structured reflection and practice. PP students will be able to articulate their learning strategies. Assessment Data between groups becoming more in line. Increased use of self-assessment tools and reflection logs in classroom lessons.

Activity in this academic year

This details how we intend to spend our pupil 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
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training (CPD) and support / release time as appropriate.	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	3,5

	<p>key skills, and confident use of metacognitive strategies are crucial. Teaching metacognitive strategies to pupils can help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Teaching and Learning Toolkit EEF</p>	
<p>Developing a positive learning environment for pupils with all students including those with SEN. There are 5 recommendations in the EEF report drawn from an evidence base that provides a starting point to review our current approach and suggest practical ideas for our implementation.</p>	<p>Using the EEF Guidance report for mainstream secondary schools: Special Educational Needs in Mainstream Schools EEF</p>	3,5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2,3,5
<p>Peer-tutoring where pupils work in pairs or small groups to provide each other with explicit teaching</p>	<p>The EEF's 'Teaching and Learning Toolkit' strand on peer tutoring: Peer tutoring EEF</p>	2,3,5

support. This could be part of the 6 th form mentoring scheme or peer support within the same year group in subjects as identified needed intervention by school attainment data.	Peer tutoring has cross-over with collaborative learning approaches too: Collaborative learning approaches EEF	
MyTutor one-to-one sessions to engage students in high impact coaching in the core subjects and science via weekly online coaching with a subject specialist. The main focus will be on providing support where it is most needed based on the student's needs and attainment data outcomes.	Tuition targeted at specific needs and knowledge gaps (sometimes due to poor attendance) can be an effective method to support low attaining pupils or those fall behind: One to one tuition EEF	1,2,3,5

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding good practice set out in DfE's guidance on working together to improve school attendance . Staff training for Attendance Officer and wider staff as appropriate to develop and implement procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Social and emotional skills support effective learning, linked to positive outcomes in later life. Particular focus on school-level approaches to developing a positive school ethos which would	The EEF guidance report (SEL) provides interventions to improve pupils' decision-making skills, interaction with others and their self-management of emotions: Social and emotional learning EEF	2,4

<p>also aim to support greater engagement in learning (enabling students to feel more confident to participate including extra-curricular activities and going on residential trips).</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experience, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £22,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 2024-25:

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 than 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 - 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 - 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 - 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 – based on the external examination results 2025:

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.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year as a result of the above data / findings from last year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Online one-to-one tutoring	MyTutor

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
SPP was partly used to provide time for a staff member to carry out one-to-one termly meetings to assess needs, identify and address learning gaps and ensure wellbeing support is in place as appropriate.
The impact of that spending on service pupil premium eligible pupils
We have observed that this provision has helped service children to settle quickly and continue learning, minimising disruption effects from school transfers and support their wellbeing when a parent is deployed.

Further information

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 2024-5:

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.