



## Newport Girls' High School

### The Impact of Pupil Premium Funding 2017 – 2018

#### Background

- The pupil premium was an initiative launched in 2011 the aim being to raise the attainment of disadvantaged pupils and close the gap between them and their peers.
- The pupil premium is a specific amount of money given to schools based on three key 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 2017 -18, secondary schools received £935 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 £300 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 £1,900 for each pupil who has left local-authority care because of one of the following:
  - 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 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.

## 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 Headteacher 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 new 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 points 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.

## 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 the rare occasions where funding was used across year groups (for example Relateen counselling services) then this expenditure has been attributed equally amongst year groups.

## School Population

Total number of pupils on role (7 to 11)	<b>416</b>
Total number of eligible students	<b>21</b>
% of school population	<b>5.0%</b>
Total amount of allocated funding (Sept 17)	<b>£10215</b>
Amount of expenditure on Free School Meals	<b>£1660</b>
Total amount of other expenditure	<b>£8880</b>
Total expenditure	<b>£10540</b>

<b>Year 7</b>			
<b>Number of Pupils</b>	<b>6</b>	<b>Total Expenditure</b>	<b>£1800</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 immediate issues.</li> </ul>			
<b>Nature of Support</b>		<b>Evaluation and Impact</b>	
Curriculum enrichment week activities including <ul style="list-style-type: none"> <li>• Business and design based team activity – The Dragon's Apprentice</li> <li>• Humanities trips to Poole's Cavern and Black Country Museum</li> <li>• Science trip to Techniquet</li> </ul> New Year 7 team building day Residential experience at Boreatton Park Transport to and from school Purchase of school clothing and equipment Counselling services – Relateen Primary school transition visits Head of Year/ Form Tutor Support		The full range of curriculum enrichment activities supported enabled pupil premium students to play a full and active role within the school community ensuring a smooth transition.  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 across all subjects was 3.58 whilst for other students it was 3.95. This is a gap of almost 0.4 grades.</li> <li>• Pupil premium students had attained 81.9% of their targeted total point score, for other students this percentage was 82.6%. A very balanced indicator of progress towards targets.</li> <li>• Current Attainment 8 figures were 39.5 for pupil premium students and 43.14 for other students.</li> <li>• Progress 8 indicators show that other students have made 0.17 grades more progress than pupil premium students.</li> <li>• There is virtually no gap in the progress indicators for the EBacc subjects and English, indicating consistent progress is being made in those subjects.</li> <li>• The largest progress gap occurs in Mathematics where there is half a grade difference in the progress made between pupil premium students and other students.</li> <li>• In the Open subjects other students make around a quarter of a grade more progress than pupil premium students.</li> </ul> Very consistent progress indicators in EBacc subjects and English with pupil premium students being as successful as other students in working towards their targets. Clearly progress in Mathematics shows a wider gap than expected and interventions will be planned to reduce this gap.	

<b>Year 8</b>			
<b>Number of Pupils</b>	<b>7</b>	<b>Total Expenditure</b>	<b>£2506</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>	
Curriculum enrichment week activities  Ambassador roles to support the Year 8 Dragon's Apprentice activity  Curriculum focussed trips to France  Trip to see 'A Christmas Carol'  Specifically targeted intervention support through attendance at lunchtime or after schools clubs  Transport to and from school  Purchase of school clothing and equipment  Counselling services – Relateen  Loudmouth Performance  Head of Year/ Form Tutor Support		The full range of curriculum enrichment activities supported enabled pupil premium students to grow in confidence and to develop their skills. They were all supported successfully through the options process and began a full range of GCSE subjects in year 9.  Based on internal exam results, at the end of Year 8; <ul style="list-style-type: none"> <li>• The average grade for pupil premium students across all subjects was 4.26 whilst for other students it was 4.77. This is a gap of half a grade.</li> <li>• Pupil premium students had attained 91.1% of their targeted total point score, for other students this percentage was 99.0%</li> <li>• Current Attainment 8 figures were 46.17 for pupil premium students and 51.51 for other students.</li> <li>• Progress 8 indicators show that other students have made 0.33 grades more progress than pupil premium students.</li> <li>• Pupil premium students have made more progress in Mathematics, Ebacc and Open subjects.</li> <li>• The strongest indicator is in Mathematics where pupil premium students have made 0.33 grades more progress than other students.</li> <li>• Both EBacc and Open subjects indicators show that pupil premium students have made around 0.18 grades more progress than other students.</li> <li>• In English, pupil premium students have made almost a whole grade less progress than other students.</li> </ul> Strong progress indicators here showing that in Mathematics, EBacc and Open subjects, pupil premium students make more progress than other students. Differences in attainment grades indicator that the baseline starting points for pupil premium students were lower. Intervention will need to be planned for English to enable the progress gap to be narrowed.	

<b>Year 9</b>			
<b>Number of Pupils</b>	<b>3</b>	<b>Total Expenditure</b>	<b>£2176</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 well-being.</li> </ul>	
<b>Nature of Support</b>	<b>Evaluation and Impact</b>
<p>Curriculum enrichment week activities including</p> <ul style="list-style-type: none"> <li>• Duke of Edinburgh Award bronze expedition</li> <li>• STEM workshop</li> <li>• Macbeth Workshop</li> <li>• Science in Action workshops</li> <li>• Maths Challenge day</li> <li>• German Puppet Workshop</li> </ul> <p>Specifically targeted intervention support through attendance at lunchtime or after schools clubs</p> <p>Financial assistance to support the Duke of Edinburgh award scheme participation</p> <p>Counselling services – Relateen</p> <p>Loudmouth Performance</p> <p>Brook Advisory Service</p> <p>Head of Year/ Form Tutor Support</p>	<p>The target setting system was revised to set more aspirational targets for all students and pupil premium students were supported through this process to help develop a positive mind set. A key aim was to achieve a balance between 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>• The average grade for pupil premium students across all subjects was 5.90 whilst for other students it was 6.37. This is a gap of almost half a grade.</li> <li>• Pupil premium students had attained 75.6% of their targeted total point score, for other students this percentage was 80.2%</li> <li>• Current Attainment 8 figures were 60.67 for pupil premium students and 65.28 for other students.</li> <li>• Progress 8 indicators show that other students have made 0.66 grades more progress than pupil premium students.</li> <li>• The smallest gap in progress is in Mathematics where other students have made 0.39 grades more progress than pupil premium students.</li> <li>• The largest gap occurs in English where there is almost a whole grade difference in the progress made.</li> </ul> <p>A challenging year as student get to grips with formal GCSE courses and narrow down their subjects. With such a small cohort figures are extremely sensitive to slight changes in grades for even one student. The key is to identify short term targets, through planned intervention, for each pupil premium student in subjects where progress has been less than expected.</p>

Year 10			
<b>Number of Pupils</b>	<b>4</b>	<b>Total Expenditure</b>	<b>£1549</b>
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Ensure progress is being made in line with aspirational targets.</li> </ul>			

<ul style="list-style-type: none"> <li>Proactively involve pupils in additional support sessions or clubs.</li> <li>Fully support pupils in developing a future careers pathway.</li> </ul>	
Nature of Support	Evaluation and Impact
<p>Curriculum enrichment week work experience placements</p> <p>Specifically targeted intervention support through attendance at lunchtime or after schools clubs</p> <p>Visit to the theatre to see Macbeth</p> <p>Italy netball trip</p> <p>Curriculum focussed trips in History, Geography and Music</p> <p>Purchase of school clothing and equipment</p> <p>Counselling services – Relateen</p> <p>Brook Advisory Service</p> <p>Head of Year/ Form Tutor Support</p>	<p>Lunchtime and after schools clubs were used 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>The average grade for pupil premium students across all subjects was 5.38 whilst for other students it was 6.83. This is a gap of almost 1.5 grades.</li> <li>Pupil premium students had attained 71.1% of their targeted total point score, for other students this percentage was 87.2%</li> <li>Current Attainment 8 figures were 64.0 for pupil premium students and 76.9 for other students.</li> <li>Current Progress 8 indicators show that other students have made 0.66 grades more progress than pupil premium students.</li> <li>The smallest gap in progress is with the EBacc subjects where both cohorts of students had made more progress than expected by the end of Year 10.</li> <li>For the EBacc subjects pupil premium students had made 0.52 grades more progress than expected with other students making 1.26 grades more progress than expected.</li> <li>Largest gap occurs in Mathematics where pupil premium students make a grade less progress than other students.</li> </ul> <p>There is clearly a bigger gap here in both attainment and progress indicators, although more progress has been made in Ebacc than expected. It is also noticeable that there is the biggest gap here in relation to target progression – more than any other year group. Clearly given the above figures intervention in Mathematics must become a priority as this is the area with the largest gap..</p>

Year 11			
<b>Number of Pupils</b>	<b>2</b>	<b>Total Expenditure</b>	<b>£849</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> </ul>			

<ul style="list-style-type: none"> <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>	
Nature of Support	Evaluation and Impact
<p>Specifically targeted intervention support through attendance at lunchtime or after schools clubs</p> <p>Visit to Science live</p> <p>Visit to Cambridge University to raise aspirations</p> <p>Geography trip to Carding Mill Valley</p> <p>Art trip to Manchester</p> <p>Counselling services – Relateen</p> <p>Brook Advisory Service</p> <p>Head of Year/ Form Tutor Support</p>	<p>See GCSE results in the table shown below</p>

### GCSE Examination Results 2018

	Pupil Premium	Non-Pupil Premium
Number of Pupils in Year 11	1	81
Progress 8 Score	-0.7	0.61
Attainment 8 Score	65.0	75.52
EBacc Average Point Score	6.5	7.34
% achieving the English Bacc grade 5 or above	100	80.25
% achieving English grade 5 or above	100	100
% achieving Maths grade 5 or above	100	100
% achieving English and Maths grade 7 or above	100	81.48
Progress 8 in English	-0.18	0.92
Progress 8 in Maths	-0.38	0.72
Progress 8 EBacc	-0.67	0.62
Open Progress 8	-1.28	0.32

Two students were in receipt of additional funding through the grant, although one student is counted in the performance tables. The student concerned studied all subjects necessary for the English Baccalaureate and attained a 'strong' pass in all of them. In addition both English and Maths were grades 7 or better. However progress indicators show that progress was less than expected. The weakest progress indicators occur in Ebacc and Open subjects. In the Ebacc subjects 1.3 grades less progress has been made than other students whilst with the Open subjects this difference is 1.6 grades. Given that figures relate to the performance of one individual student, looking at figures over time do not show any significant cause for concern.