

Newland School for Girls Pupil Premium Report

Pupil premium spending 2020- 2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	October 2020	Date of next pupil premium review:	October 2021
Total number of pupils:	625	Total pupil premium budget:	£269,075
Number of pupils eligible for pupil premium:	290	Amount of pupil premium received per child:	£935
Number of Looked after pupils eligible for the pupil premium	6	Amount of pupil premium received per looked after child	£1900
Number of service children pupils eligible for the pupil premium	5	Amount of pupil premium received per service child	£300

STRATEGY STATEMENT

- Our intent at Newland is to enrich the lives of all our students, no matter their background or prior attainment. To that end, we aim to both raise achievement of all our learners, as well as ensuring that we close the gap between our student groups. At Newland, we have a much higher than national average number of students with Pupil Premium funding. It is therefore right to ensure most of their needs are increasingly met through high quality universal provision. Our model to achieve success with these students is therefore as follows:
- The progress and achievement of all students is rigorously monitored and evaluated throughout key points in the academic year. Any of our girls (whether PP, LAC or Service Children) who are identified as requiring support will receive the necessary help to achieve. This is coordinated by our Senior and Wider Leadership Team, and Pastoral Mentors through regular meetings and academic reviews.

- We will ensure that our designated senior leader (Mrs Martinson) has a clear overview of how the funding is being allocated and will measure the impact to ensure a difference is made to students' outcomes and achievement.
- We have ring fenced the funding so that it is always spent on supporting the targeted students. We provide a tailored and personal approach to Pupil Premium for our girls.

Assessment information

END OF KS4 (FOR SECONDARY SCHOOLS)			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving Standard pass in English and maths	65	73	73
% achieving Standard pass in 2 Sciences	71	74	-
Progress 8 score average	0.08	0.30	0.15
Attainment 8 score average	45.97	53.32	-

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low Literacy levels
B	Lack of resilience, low aspirations or difficulty in establishing positive relationships
C	Poor recall and knowledge retention limits progression onto application of knowledge or skills
ADDITIONAL BARRIERS	
External barriers	
D	Attendance- PP attendance is below the national average at 92.61% . Persistent absence is above the national average at 17% with a PP PA at 20%
E	Covid learning gap - For many Disadvantaged students the learning gap is amplified by a poor home learning environment - little or no space and/or resources available to support home learning and Limited IT/internet access at home.
F	Parental engagement - reduced attendance at parents evenings and school events and ineffective support for school attendance negatively impacting students aspirations
G	Poor Health - associated with adverse childhood experiences which have long term impact on physical and mental health

Intended Outcomes

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Improve outcomes for PP students	Less than 10% attainment gap in Basics 9-7, 9-5 and 9-4 PP attainment 8 >47.00
B	Improve health and wellbeing and therefore increase PP attendance	Whole school attendance above 96% PP Remote attendance gap <3% in school and remote
C		
D		

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead/ Cost	When will you review this?

<p>PP First - Pastoral follow up for absence and online learning</p>	<p>Increase engagement of PP students in lessons</p>	<p>The EEF Toolkit cites feedback as having the largest positive effect size of all strategies with up to 8 months of impact on learners. There are significant additional demands on classroom teachers during the lesson therefore our PP first focus has adjusted to ensure that students are engaged and accessing remote education in order for them to interact with teaching staff during periods of self isolation or school closure. This is also a key focus for intervention in Y11 with remote revision sessions and selection for small group intervention</p>	<p>Strategy and rationale shared with all staff of training day in September PP students identified in seating plans and remote learning attendance monitoring Attendance protocol amended to include FSM lunch deliveries and resources provision</p>	<p>EMA SLT lead salary contribution £ 45690.25</p>	<p>Half termly in line with T+L report following drop in windows PP P8 at data collections</p>
<p>Literacy interventions</p> <ul style="list-style-type: none"> - Tier 3 - Vocabulary - WOW - Reading lessons 	<p>Improve outcomes for PP students by increasing literacy levels</p>	<p>Research for education inspections framework cites Huttenlocher, 2010 and Gilkerson 2018 to highlight evidence of the Vocabulary gap that exists between disadvantaged students and their peers. Most GCSE papers require a reading age of 15 years however 33% of our Y7 students have a reading age greater than 12mths below chronological reading age.</p> <p>Pixl Microwave evidence along with KS2 QLA data shows that the weakest aspect of many of our students reading is inference. Disciplinary Literacy CPD indicates that modelling reading and low stakes testing develops inference. the EEF Toolkit indicates on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored</p>	<p>GL assessment reading and spelling tests to be conducted termly for Y7 All directorates to nominated Tier 3 vocab at least 1 per half term/ per year group to be completed in lessons. Monitored during work scrutiny at 5 points across the year New reading lesson structure developed by English APL</p>	<p>Pixl membership £4000</p>	<p>% reduction in students whose CRA gap decreases PP P8 at all data collections</p>

		to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge			
Total budgeted cost:					£49690.25
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Issue Revision guides to students in all subjects Y9-Y11</p> <p>Issue Revision guides to students in all subjects Y7 and Y8 without internet access</p>	To improve PP progress by ensuring access to appropriate revision materials in KS4	NSG has a school deprivation index value of 0.35 categorising it amongst the most deprived. 50% of our students are entitled to the Pupil Premium and an average of 20% of our students register 4 or more alerts in FFT data indicating a likely-hood that they experience the layering effect of disadvantage as described in the DFE research document: Understanding KS4 attainment and Progress October 2018.	<p>DOL's submit requests via email to EMa/LPI.</p> <p>Revision guides are issued to students at the beginning of the year.</p> <p>Pupil voice and monitoring of the 13 week revision plan will be used to monitor usage by students</p>	<p>EMA</p> <p>£18000</p>	<p>January mock exam results</p> <p>Termly pupil voice - focus group</p> <p>August 2021 Results</p>
Small group tuition for English and Maths	To improve PP attainment in English and Maths	EEF toolkit indicates that small group tuition yields +4 months of impact for students. Although lower than the 5+ months impact for 121 tuition this is a costly strategy and small group tuition offers an affordable outcome for a greater number of students	<p>EMA – Attend NTP webinar to ensure catchup funding is used appropriately</p> <p>Utilise NTP tutors and academic mentors where available</p> <p>DOL for English and Maths to provide QLA details of topics required from assessment data</p>	<p>AMR/CGO</p> <p>£ 10000</p>	Data collection points all years SISRA focus groups
Mock results day/Revision launch	To raise aspirations and improve revision techniques	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their	Implementation checklist reviewed annually following feedback from staff/parents/students.	<p>EMA</p> <p>£5000</p>	<p>Y11 data collections</p> <p>Employer interview feedback</p>

		<p>learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> ● cognition - the mental process involved in knowing, understanding, and learning; ● metacognition - often defined as 'learning to learn'; and ● motivation - willingness to engage our metacognitive and cognitive skills. <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>			<p>Pupil voice feedback</p> <p>Parent voice feedback and evening attendance.</p>
Total budgeted cost:					£33000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Music lessons	To improve cultural capital and engagement of PP students	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	Music lessons are coordinated via JHK Music teacher and Progress leader and are open to all students	JHK £2200	October 2020
Breakfast for all	To improve attainment outcomes and promote health by increasing the number of students who eat breakfast	EEF evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils from relatively disadvantaged primary schools	Monitored by duty staff in the Cafe and Deli areas during break duty. PIXL prepare to perform resources delivered to Y11 pupils by EMA in assembly Additional fruit provided for all pre exam breakfast intervention delivered to intervention rooms.	EMA £3000	October 2020
Food Tech ingredient provision	To increase PP attendance	One barrier to attendance for PP students is their ability to fund participation in Food technology.	Orders requisitioned by Food technician and monitored via EMA/LPI	SNE/EMA £ 1000	Monthly budget reports October 2021
Hardship fund	To increase PP attendance and access to the curriculum	Feedback from Pixl meetings and the DFE Understanding KS4 attainment and progress report reinforces the need to identify individual barriers to education for PP students. For a number of our students these barriers are material in the case of uniform or equipment or may be the requirement for support to access extracurricular or enrichment activities	Hardship fund bids will all be issued directly to EMA. Awards will be made following a strict set of criteria in order to ensure consistency	EMA £10000	Monthly budget reports October 2021

Attendance officer, safeguarding lead and Year leaders	To increase PP attendance	<p>The Joseph Rowntree Foundation published a report in 2002 on girls and exclusion from school. The report notes that truancy, or 'self-exclusion', is one of a range of strategies that girls may use to cope with difficulties at school. It found that bullying, especially psychological bullying, is a significant factor in causing girls to self-exclude, and often goes unrecognized. It adds that many girls are unwilling to access the forms of support available to them. Factors such as parentally-condoned absence, low aspirations and caring responsibilities can also contribute to truancy among girls. In cases of Persistent absenteeism bespoke solutions must be found in order to break down barriers to attendance. The attendance officer and year leaders are on the front line on creating a culture of attendance. Challenging and following up on absenteeism and forging relationships with our most disengaged parents in order to identify barriers to attendance.</p>	<p>Line management of attendance officer by EMA PP attendance as weekly SLT agenda item Develop SIM's usage to monitor remote attendance and report to SLT and Parents Additional attendance officer part-time to support with visits and data management Attendance officer also attending pastoral team briefings to promote communication Increase in home visits by Attendance lead to develop relationships. Reviewed Weekly with EMA.</p>	<p>EMA/CED Salary Contributions £171602</p>	<p>Weekly at SLT Weekly via Pastoral team meetings and line management Monthly via SIP RAG</p>
Attendance Rewards	To increase PP attendance	<p>NSG weekly attendance increased was 1.3% higher in 9/20 than 18/19 at the end of Term 1. The Meadowhall attendance rewards trip was hugely popular with attendance of 268 students (17% PP). We also had 1 student who won an award in the citywide attendance competition for November. Unfortunately we are unlikely to be able to run rewards</p>	<p>New attendance team established and attendance office moved with data team to enable mentoring. Attendance protocols reviewed and key focus groups established Focus on all years students at risk of PA for weekly attendance reward</p>	<p>EMA/KBU £1000</p>	<p>Weekly SLT agenda item</p>

		trips in the same way this year however we will continue with the weekly rewards and increase the range to cover all years.			
School Nurse and counselling services	To support mental health and wellbeing and as a result improve attendance and outcomes	<p>Emotional wellbeing is a clear indicator of academic achievement, success and satisfaction in later life. Evidence shows that mental health and wellbeing programmes in schools, can lead to significant improvements in children's mental health, and social and emotional skills. Wellbeing provision in schools can also lead to reductions in classroom misbehaviour and bullying. 90% of school leaders have reported an increase in the number of students experiencing anxiety or stress over the last five years. Concurrently, referrals to specialist mental health services nearly doubled between 2010-11 and 2014-15. As a result, NHS Child and Adolescent Mental Health Services (CAMHS) are overwhelmed. Currently, just one in four children with a diagnosable mental health problem gets access to the treatment and care that they need. Despite improvements since, waiting times remain too long, and high thresholds for access to care are causing an unnecessary escalation of need. To reduce the burden on the NHS, there needs to be a greater focus on prevention through early identification and intervention. We aim to support this by facilitating access to counselling services during the school day.</p>	<p>CPOMS system used to record and monitor safeguarding concerns</p> <p>All relevant referral made via FRO who now over sees Pastoral team.</p> <p>Attendance officer also attending pastoral team briefings to promote communication</p> <p>Increase in home visits by Attendance lead to develop relationships</p>	FRO £6998	Termly review of Number of referrals and attempted suicides

Total budgeted cost:	£191300
Total budgeted cost all areas : (£Any expenditure over and about the pupils premium allowance will be draw from the school budget)	£273990.25

ADDITIONAL INFORMATION

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £189802				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
PP First - In all lessons staff must direct questioning at PP students first	Increase engagement of PP students in lessons	Gap -0.22 This is a significant improvement on 2019 2020 gap of -0.802 In HT1 the % of lessons where PP first questioning was evident in Drop-ins was 26%, this dropped slightly to 24% in HT2 and has increased again to 33% in HT3.	Keep the profile high during briefing and drop ins. Remind staff to deliberately look for PP first and comment on in in lesson feedback. Share good practice of individual staff.	SLT lead salary contribution £ 40690.25
Disciplined Inquiry	Improve outcomes for PP students	This strategy did not reach completion due to school closure.	This strategy will continue this year however the focus	SLT COSTS

			will be on strategies to maximized progress for remote learning.	
Literacy interventions - Tier 2 Vocabulary - WOW - Reading lessons	Improve outcomes for PP students by increasing literacy levels	Chronological Reading Age (CRA) improvements HT 3: Y8: 65% have CRA (22% in Y7) Y9: 78% have CRA (56% in Y7)	This strategy was progressing well and there was evidence of it being embedded well in certain subject areas such as Geography, Science and English. This will be an ongoing target.	Pixl membership £4000
			Total cost	£44690.25
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Small group tuition	To improve PP attainment in English and Maths	46% of student achieved grade 9-5 in English and Maths with a gap of 21%. 70% of students achieve grade 9-4 in English and Maths. The gap here was smaller at 8.3% English PP P8: +0.13 Math's PP P8: -0.38	121 and small group tuition is being delivered this year by an online company called My Tutor. As a result of continued unbalance in Math's outcomes compared to English, Math's will be our main focus. This will utilize PP funding and catch up funding and ensure that tuition is not impacted by school	£7686.68

			closure or self isolation																																																																		
Issue Revision guides to students in all subjects	To improve PP progress by ensuring access to appropriate revision materials in KS4	<table border="1" data-bbox="698 300 1458 954"> <thead> <tr> <th>Measure</th> <th>Pupil Premium</th> <th>Total</th> <th>Collaboration Data</th> <th>NSG vs. Data Collab. (Diff)</th> </tr> </thead> <tbody> <tr> <td>Average Total Attainment 8</td> <td>All</td> <td>50.8</td> <td>50.32</td> <td>0.48</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>53.32</td> <td>53.39</td> <td>-0.07</td> </tr> <tr> <td></td> <td>PP</td> <td>45.97</td> <td>42.91</td> <td>3.06</td> </tr> <tr> <td></td> <td>GAP</td> <td>7.35</td> <td>10.48</td> <td>3.13</td> </tr> <tr> <td>Average Attainment 8 Grade</td> <td>All</td> <td>5.08</td> <td>5.03</td> <td>0.05</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>5.33</td> <td>5.34</td> <td>-0.01</td> </tr> <tr> <td></td> <td>PP</td> <td>4.6</td> <td>4.29</td> <td>0.31</td> </tr> <tr> <td></td> <td>GAP</td> <td>0.73</td> <td>1.05</td> <td>0.32</td> </tr> <tr> <td>Average Total Progress 8</td> <td>All</td> <td>0.22</td> <td>0.01</td> <td>0.21</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>0.3</td> <td>0.17</td> <td>0.13</td> </tr> <tr> <td></td> <td>PP</td> <td>0.08</td> <td>-0.35</td> <td>0.43</td> </tr> <tr> <td></td> <td>GAP</td> <td>0.22</td> <td>0.52</td> <td>0.3</td> </tr> </tbody> </table> <p data-bbox="698 1034 1518 1125">The table above shows the Y11 outcomes for 2019 2020. All areas in green indicate where students as NSG performed better that students across a national data sample.</p>	Measure	Pupil Premium	Total	Collaboration Data	NSG vs. Data Collab. (Diff)	Average Total Attainment 8	All	50.8	50.32	0.48		Non-PP	53.32	53.39	-0.07		PP	45.97	42.91	3.06		GAP	7.35	10.48	3.13	Average Attainment 8 Grade	All	5.08	5.03	0.05		Non-PP	5.33	5.34	-0.01		PP	4.6	4.29	0.31		GAP	0.73	1.05	0.32	Average Total Progress 8	All	0.22	0.01	0.21		Non-PP	0.3	0.17	0.13		PP	0.08	-0.35	0.43		GAP	0.22	0.52	0.3	Free transport home from after school revision sessions by Taxi One significant impact of the School closure was the restricted access that many of our student have to IT/Wifi. This was addressed during lockdown with the purchase of quality revision materials and workbooks for all student identified as not have access. These text were delivered by staff. As such an IT access survey has been carried out early in 2020 Autumn term to establish the picture for new Y7 and texts have be purchased and issued in advance to affected studetns in all other years. As a school we are producing and publishing a paper based work schedule weekly for students with no access.	£15000
Measure	Pupil Premium	Total	Collaboration Data	NSG vs. Data Collab. (Diff)																																																																	
Average Total Attainment 8	All	50.8	50.32	0.48																																																																	
	Non-PP	53.32	53.39	-0.07																																																																	
	PP	45.97	42.91	3.06																																																																	
	GAP	7.35	10.48	3.13																																																																	
Average Attainment 8 Grade	All	5.08	5.03	0.05																																																																	
	Non-PP	5.33	5.34	-0.01																																																																	
	PP	4.6	4.29	0.31																																																																	
	GAP	0.73	1.05	0.32																																																																	
Average Total Progress 8	All	0.22	0.01	0.21																																																																	
	Non-PP	0.3	0.17	0.13																																																																	
	PP	0.08	-0.35	0.43																																																																	
	GAP	0.22	0.52	0.3																																																																	

Free transport home from after school revision sessions by Taxi	To improve PP progress by supporting access to afterschool revision sessions	<table border="1" data-bbox="701 229 1458 882"> <thead> <tr> <th>Measure</th> <th>Pupil Premium</th> <th>Total</th> <th>Collaboration Data</th> <th>NSG vs. Data Collab. (Diff)</th> </tr> </thead> <tbody> <tr> <td>Average Total Attainment 8</td> <td>All</td> <td>50.8</td> <td>50.32</td> <td>0.48</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>53.32</td> <td>53.39</td> <td>-0.07</td> </tr> <tr> <td></td> <td>PP</td> <td>45.97</td> <td>42.91</td> <td>3.06</td> </tr> <tr> <td></td> <td>GAP</td> <td>7.35</td> <td>10.48</td> <td>3.13</td> </tr> <tr> <td>Average Attainment 8 Grade</td> <td>All</td> <td>5.08</td> <td>5.03</td> <td>0.05</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>5.33</td> <td>5.34</td> <td>-0.01</td> </tr> <tr> <td></td> <td>PP</td> <td>4.6</td> <td>4.29</td> <td>0.31</td> </tr> <tr> <td></td> <td>GAP</td> <td>0.73</td> <td>1.05</td> <td>0.32</td> </tr> <tr> <td>Average Total Progress 8</td> <td>All</td> <td>0.22</td> <td>0.01</td> <td>0.21</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>0.3</td> <td>0.17</td> <td>0.13</td> </tr> <tr> <td></td> <td>PP</td> <td>0.08</td> <td>-0.35</td> <td>0.43</td> </tr> <tr> <td></td> <td>GAP</td> <td>0.22</td> <td>0.52</td> <td>0.3</td> </tr> </tbody> </table> <p data-bbox="701 962 1518 1050">The table above shows the Y11 outcomes for 2019 2020. All areas in green indicate where students as NSG performed better that students across a national data sample.</p>	Measure	Pupil Premium	Total	Collaboration Data	NSG vs. Data Collab. (Diff)	Average Total Attainment 8	All	50.8	50.32	0.48		Non-PP	53.32	53.39	-0.07		PP	45.97	42.91	3.06		GAP	7.35	10.48	3.13	Average Attainment 8 Grade	All	5.08	5.03	0.05		Non-PP	5.33	5.34	-0.01		PP	4.6	4.29	0.31		GAP	0.73	1.05	0.32	Average Total Progress 8	All	0.22	0.01	0.21		Non-PP	0.3	0.17	0.13		PP	0.08	-0.35	0.43		GAP	0.22	0.52	0.3	All afterschool revision has moved to remote provision. This includes a combination of live and prerecorded sessions	£8179.58
Measure	Pupil Premium	Total	Collaboration Data	NSG vs. Data Collab. (Diff)																																																																	
Average Total Attainment 8	All	50.8	50.32	0.48																																																																	
	Non-PP	53.32	53.39	-0.07																																																																	
	PP	45.97	42.91	3.06																																																																	
	GAP	7.35	10.48	3.13																																																																	
Average Attainment 8 Grade	All	5.08	5.03	0.05																																																																	
	Non-PP	5.33	5.34	-0.01																																																																	
	PP	4.6	4.29	0.31																																																																	
	GAP	0.73	1.05	0.32																																																																	
Average Total Progress 8	All	0.22	0.01	0.21																																																																	
	Non-PP	0.3	0.17	0.13																																																																	
	PP	0.08	-0.35	0.43																																																																	
	GAP	0.22	0.52	0.3																																																																	
Mock results day/Revision launch	To raise aspirations and improve revision techniques	<p data-bbox="701 1066 1541 1121">Attendance at the first Y11 parents evening was 52% of the year group, PP attendance was 445%</p> <p data-bbox="701 1174 1496 1230">Attendance at the second parents evening following the mock exam results was 58%, PP attendance was 47%</p>	This event is planned to continue this year depending on Covid 19	£4768																																																																	
Other approaches																																																																					
Action	Intended outcome	Impact	Lessons learned	Cost																																																																	

Breakfast for All	To improve attainment outcomes and promote health by increasing the number of students who eat breakfast	<table border="1" data-bbox="698 229 1458 882"> <thead> <tr> <th>Measure</th> <th>Pupil Premium</th> <th>Total</th> <th>Collaboration Data</th> <th>NSG vs. Data Collab. (Diff)</th> </tr> </thead> <tbody> <tr> <td>Average Total Attainment 8</td> <td>All</td> <td>50.8</td> <td>50.32</td> <td>0.48</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>53.32</td> <td>53.39</td> <td>-0.07</td> </tr> <tr> <td></td> <td>PP</td> <td>45.97</td> <td>42.91</td> <td>3.06</td> </tr> <tr> <td></td> <td>GAP</td> <td>7.35</td> <td>10.48</td> <td>3.13</td> </tr> <tr> <td>Average Attainment 8 Grade</td> <td>All</td> <td>5.08</td> <td>5.03</td> <td>0.05</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>5.33</td> <td>5.34</td> <td>-0.01</td> </tr> <tr> <td></td> <td>PP</td> <td>4.6</td> <td>4.29</td> <td>0.31</td> </tr> <tr> <td></td> <td>GAP</td> <td>0.73</td> <td>1.05</td> <td>0.32</td> </tr> <tr> <td>Average Total Progress 8</td> <td>All</td> <td>0.22</td> <td>0.01</td> <td>0.21</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>0.3</td> <td>0.17</td> <td>0.13</td> </tr> <tr> <td></td> <td>PP</td> <td>0.08</td> <td>-0.35</td> <td>0.43</td> </tr> <tr> <td></td> <td>GAP</td> <td>0.22</td> <td>0.52</td> <td>0.3</td> </tr> </tbody> </table> <p data-bbox="698 962 1518 1050">The table above shows the Y11 outcomes for 2019 2020. All areas in green indicate where students as NSG performed better that students across a national data sample.</p>	Measure	Pupil Premium	Total	Collaboration Data	NSG vs. Data Collab. (Diff)	Average Total Attainment 8	All	50.8	50.32	0.48		Non-PP	53.32	53.39	-0.07		PP	45.97	42.91	3.06		GAP	7.35	10.48	3.13	Average Attainment 8 Grade	All	5.08	5.03	0.05		Non-PP	5.33	5.34	-0.01		PP	4.6	4.29	0.31		GAP	0.73	1.05	0.32	Average Total Progress 8	All	0.22	0.01	0.21		Non-PP	0.3	0.17	0.13		PP	0.08	-0.35	0.43		GAP	0.22	0.52	0.3	In order to enable us to continue this strategy in 2020 2021 we have begun to provide free toast for students at break time rather than before school to avoid year groups mixing	£914.99
Measure	Pupil Premium	Total	Collaboration Data	NSG vs. Data Collab. (Diff)																																																																	
Average Total Attainment 8	All	50.8	50.32	0.48																																																																	
	Non-PP	53.32	53.39	-0.07																																																																	
	PP	45.97	42.91	3.06																																																																	
	GAP	7.35	10.48	3.13																																																																	
Average Attainment 8 Grade	All	5.08	5.03	0.05																																																																	
	Non-PP	5.33	5.34	-0.01																																																																	
	PP	4.6	4.29	0.31																																																																	
	GAP	0.73	1.05	0.32																																																																	
Average Total Progress 8	All	0.22	0.01	0.21																																																																	
	Non-PP	0.3	0.17	0.13																																																																	
	PP	0.08	-0.35	0.43																																																																	
	GAP	0.22	0.52	0.3																																																																	
Attendance officer, safeguarding lead and Year leaders	To increase PP attendance	Attendance had improved significantly in HT1 and this was sustained into HT2 until week 13 when the school was hit by the winter vomiting bug. Unfortunately the first couple of weeks of our return in January were disrupted as a result of staff training day, mock results day and a new timetable. This meant that we did not see an increase in attendance as rapidly as we had hoped although it is now beginning to increase again. The capacity of the attendance and data team has also been reduced as our exams officer who also supported with attendance interviews and admin has been absent since the beginning of December following an accident.	This team has been expanded with the addition of 1 part time member of staff this year. There is now a shift in focus to monitoring attendance at remote lessons to minimize the disruption to lessons	Salary Contributions £166602																																																																	

		<p>% attendance of parents at attendance panel September – 22% October – 85% November – 55% December – Rearranged January – 70% February – No Panel</p> <table border="1" data-bbox="701 488 1576 659"> <tr> <td rowspan="4">Whole School</td> <td>PP</td> <td>92.61</td> <td>93.7</td> </tr> <tr> <td>Non PP</td> <td>95.12</td> <td>96.12</td> </tr> <tr> <td>Gap</td> <td>-2.51</td> <td>-2.42</td> </tr> <tr> <td>Whole school total</td> <td>94</td> <td>95</td> </tr> </table> <table border="1" data-bbox="701 815 1350 1104"> <thead> <tr> <th colspan="2"></th> <th>18/1 9</th> <th>Week 22</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Whole School</td> <td>PA Pupil Premium</td> <td>21.7 6</td> <td>18.58</td> </tr> <tr> <td>PA Not Pupil Premium</td> <td>11.4 2</td> <td>9.8</td> </tr> <tr> <td>Gap</td> <td>10.3 4</td> <td>8.78</td> </tr> <tr> <td>Overall PA</td> <td>16.7 7</td> <td>13.78</td> </tr> </tbody> </table>	Whole School	PP	92.61	93.7	Non PP	95.12	96.12	Gap	-2.51	-2.42	Whole school total	94	95			18/1 9	Week 22	Whole School	PA Pupil Premium	21.7 6	18.58	PA Not Pupil Premium	11.4 2	9.8	Gap	10.3 4	8.78	Overall PA	16.7 7	13.78	<p>caused by period of isolation.</p>	
Whole School	PP	92.61		93.7																														
	Non PP	95.12		96.12																														
	Gap	-2.51		-2.42																														
	Whole school total	94	95																															
		18/1 9	Week 22																															
Whole School	PA Pupil Premium	21.7 6	18.58																															
	PA Not Pupil Premium	11.4 2	9.8																															
	Gap	10.3 4	8.78																															
	Overall PA	16.7 7	13.78																															
Attendance Rewards	To increase PP attendance	<p>262 students attended the Meadowhall trip. The trip was hugely popular and one Y11 students also won a prize in the local authority attendance competition in January.</p> <p>Hot chocolate Fridays was also implemented for KS3 students at who were identified as being PA in the previous year.</p>	<p>These strategies were beginning to show success. We can no longer gather in groups so the hot chocolate Friday rewards system has become chocolate bar Friday and</p>	£2471.99																														

		<table border="1"> <thead> <tr> <th></th> <th></th> <th>No. of students</th> <th>18/19</th> <th>Week 22</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Year7</td> <td>Pupil Premium</td> <td>1</td> <td>-</td> <td>92.86</td> </tr> <tr> <td>Not Pupil Premium</td> <td>3</td> <td>-</td> <td>86.83</td> </tr> <tr> <td rowspan="2">Year8</td> <td>Pupil Premium</td> <td>10</td> <td>85.98</td> <td>91.61</td> </tr> <tr> <td>Not Pupil Premium</td> <td>6</td> <td>79.63</td> <td>89.62</td> </tr> </tbody> </table>			No. of students	18/19	Week 22	Year7	Pupil Premium	1	-	92.86	Not Pupil Premium	3	-	86.83	Year8	Pupil Premium	10	85.98	91.61	Not Pupil Premium	6	79.63	89.62	<p>expanded to include Y9 students.</p> <p>Covid permitting we will pursue additional attendance rewards in the summer term</p>	
		No. of students	18/19	Week 22																							
Year7	Pupil Premium	1	-	92.86																							
	Not Pupil Premium	3	-	86.83																							
Year8	Pupil Premium	10	85.98	91.61																							
	Not Pupil Premium	6	79.63	89.62																							
School Nurse and counselling services	To support mental health and wellbeing and as a result improve attendance and outcomes	<p>Half term 3</p> <p>93 referrals have been made so far</p> <p>87 of these are for PP students</p>	Due to the difficulty with additional visitors to school the demand for school nurse services has increased. As such we will increase the school nurse hours in 2020 2021	£2585																							
Hardship fund	To increase PP attendance and access to the curriculum	Although the referral is made when a student presents with incorrect equipment or uniform swift actions via the purchase request form is taken to rectify this in the long term and PP funding has also been used to replenish the loan uniform stock.	Due to the financial impact of a national lockdown many of our families are experiencing additional hardship. As such this fund has been expanded in 2020 2021	£1898																							

Newland Flyers	To increase attainment of PP HA students	<table border="1"> <thead> <tr> <th colspan="5">Attainment/Progress 8 Summary</th> </tr> <tr> <th>Measure</th> <th>Total</th> <th>%</th> <th>Collaboration Data</th> <th>Examsvs. Data Collab. (Diff)</th> </tr> </thead> <tbody> <tr> <td>Average Total Attainment 8</td> <td>59.37</td> <td></td> <td>50.32</td> <td>9.05</td> </tr> <tr> <td>Average Attainment 8 Grade</td> <td>5.94</td> <td></td> <td>5.03</td> <td>0.91</td> </tr> <tr> <td></td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td></td> <td>-</td> <td>-</td> <td>_____</td> <td>-</td> </tr> <tr> <th colspan="5">Basics 9-7</th> </tr> <tr> <th>Measure</th> <th>Total</th> <th>%</th> <th>Collaboration Data</th> <th>Examsvs. Data Collab. (Diff)</th> </tr> <tr> <td>Students Achieving 9-7 in English and Maths</td> <td>10</td> <td>23.3</td> <td>14.7 %</td> <td>8.6 %</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th colspan="5">KS4 Results</th> </tr> <tr> <th>Measure</th> <th>Total</th> <th>%</th> <th>Collaboration Data</th> <th>Examsvs. Data Collab. (Diff)</th> </tr> <tr> <td>Students taking 3 Single Sciences (GCSE only)</td> <td>17</td> <td>39.5</td> <td>24.5 %</td> <td>15.0 %</td> </tr> </tbody> </table>					Attainment/Progress 8 Summary					Measure	Total	%	Collaboration Data	Examsvs. Data Collab. (Diff)	Average Total Attainment 8	59.37		50.32	9.05	Average Attainment 8 Grade	5.94		5.03	0.91		_____	_____	_____	_____		-	-	_____	-	Basics 9-7					Measure	Total	%	Collaboration Data	Examsvs. Data Collab. (Diff)	Students Achieving 9-7 in English and Maths	10	23.3	14.7 %	8.6 %						KS4 Results					Measure	Total	%	Collaboration Data	Examsvs. Data Collab. (Diff)	Students taking 3 Single Sciences (GCSE only)	17	39.5	24.5 %	15.0 %	Due to the difficulty in securing enrichment opportunities and visits this programme will be suspended in 2020 2021	£697
Attainment/Progress 8 Summary																																																																									
Measure	Total	%	Collaboration Data	Examsvs. Data Collab. (Diff)																																																																					
Average Total Attainment 8	59.37		50.32	9.05																																																																					
Average Attainment 8 Grade	5.94		5.03	0.91																																																																					
	_____	_____	_____	_____																																																																					
	-	-	_____	-																																																																					
Basics 9-7																																																																									
Measure	Total	%	Collaboration Data	Examsvs. Data Collab. (Diff)																																																																					
Students Achieving 9-7 in English and Maths	10	23.3	14.7 %	8.6 %																																																																					
KS4 Results																																																																									
Measure	Total	%	Collaboration Data	Examsvs. Data Collab. (Diff)																																																																					
Students taking 3 Single Sciences (GCSE only)	17	39.5	24.5 %	15.0 %																																																																					

		<table border="1"> <tr> <td>Students entered and achieving 99-77 in Combined Science</td> <td>4</td> <td>15.4</td> <td>9.5 %</td> <td>5.9 %</td> </tr> </table> <p>The data above shows how HA students at NSG performed in comparison to other students of the same starting point in a national sample of over 2000 schools. The green highlight indicates where NSG students outperformed others.</p>	Students entered and achieving 99-77 in Combined Science	4	15.4	9.5 %	5.9 %		
Students entered and achieving 99-77 in Combined Science	4	15.4	9.5 %	5.9 %					
Food Technology: Contribution for each PP student to have provided ingredients so they can partake in practicals.	All PP students to have 100% participation.	<p>There have been no reports of students failing to attend school as a result of lack of ingredients this year.</p> <p>Food technology has high levels of participation and as a results option choices for this course were large enough to run this as a technology option in KS4 2020/2021</p>				£158			
ICT Provision	To improve PP progress and coursework completion by ensuring access to appropriate revision materials in KS4	At the point of closure 2 laptops had been loaned out to students to complete controlled assessments			<p>This has been a huge area of development both across our trust and nationally in response to school closure. IT access has emerged as one of the key barriers to learning for disadvantaged students. This is being addressed using catch up funding and centrally by the trust. We are now in a position where all students in Y11-9 have access.</p>	£461			
					Total spend:	£256112.24			