

## 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	Newland School for Girls
Number of pupils in school	608
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	28/09/2021
Date on which it will be reviewed	1/10/2022
Statement authorised by	V. Callaghan
Pupil premium lead	E Martinson
Governor / Trustee lead	G. Beckett / B. Maxwell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 284 855
Recovery premium funding allocation this academic year	£ 42,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 327 050

# Part A: Pupil premium strategy plan

## Statement of intent

- 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 the 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 disadvantaged, 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.

## Challenges

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

Challenge number	Detail of challenge
1	Low Literacy levels
2	Lack of resilience, low aspirations or difficulty in establishing positive relationships
3	Poor recall and knowledge retention limits progression onto application of knowledge or skills
4	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%
5	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 a reduced opportunity to expand their cultural capital.
6	Parental engagement - reduced attendance at parents evenings and school events and ineffective support for school attendance negatively impacting students aspirations
7	Poor Health - associated with adverse childhood experiences which have long term impact on physical and mental health

## 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
Improve outcomes for PP students	Less than 5% attainment gap in Basics 9-7, 9-5 and 9-4 PP attainment 8 >48.00 Uptake at Intervention - no gap, H/W referrals - no gap, Equipment referrals - no gap, T&L - PP first evident in 100% of lessons
Improve health and wellbeing and therefore increase PP attendance	Whole school attendance above 96% PP attendance gap <3% PP PA <15%

## 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: £ 50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP First - Pastoral follow up for absence and online learning	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 been 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	1,2,3,4
Literacy interventions <ul style="list-style-type: none"> <li>● Tier 3</li> <li>● Vocabulary</li> <li>● WOW</li> <li>● Reading lessons</li> </ul>	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.  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 to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge	1,2

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

Budgeted cost: £ 150 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 Mock results day/Revision launch</p>	<p>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 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"> <li>● cognition - the mental process involved in knowing, understanding, and learning;</li> <li>● metacognition - often defined as 'learning to learn'; and</li> <li>● Motivation - willingness to engage our metacognitive and cognitive skills.</li> </ul> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <ul style="list-style-type: none"> <li>● The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</li> </ul>	<p>3,5,6</p>
<p>Newland Flyers -The Newland Flyers programme is designed to raise aspirations and enrich the experiences of our most able pupils. Pupils from all year groups are selected for the programme based on ability and there are a range of specific activities and development</p>	<p>Some of the core aspects of the programmes include (where available due to COVID):</p> <p>Enrichment activities including opportunities such as;</p> <p>Attendance of science club run by The Deep for Years 7 and 8,</p> <p>Elite subject based competitions such as the Rotary club debate competition, Royal</p>	<p>2,5,7</p>

<p>opportunities planned for each year group.</p>	<p>Society of Chemistry Top of the Bench and Junior Mathletes</p> <p>Subject specific college master classes</p> <p>University visits and Aiming for Oxbridge events</p> <p>University of Law criminal case study workshops</p> <p>MENSA testing</p> <p>Peer Tutoring</p> <p>In order to ensure that students master and hone their own subject knowledge a student leadership role of Peer tutor has been created for Newland Flyers. Students will be paired up with another Flyer from a different year group to engage in Peer tutoring sessions utilising Pixl Stretch resources.</p> <p>EEF - Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high: for example, questioning frames to use in tutoring sessions, and training and feedback for tutors. In cross-age peer tutoring some studies have found that a two-year age gap is beneficial and that intensive blocks of tutoring are more effective than longer programmes. Peer tutoring appears to be more effective when the approach supplements or enhances normal teaching, rather than replaces it. This suggests that peer tutoring is most effectively used to consolidate learning, rather than to introduce new material</p> <p>Mentoring</p> <p>2 All Flyers will receive half termly academic mentoring from Teaching and learning leads. This will help student to develop their self-reflections skills and set high expectations for themselves. These session will also challenge the girls to perform at their highest level and set personal targets to enable them to do this.</p>	
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<i>Small group Tuition</i>	<p>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. We will utilise a mixture of:</p> <p>Online sessions provided by My tutor supervised by SLT</p> <p>Academic mentors</p> <p>DOL for English and Maths to provide QLA details of topics required from assessment data and Progress leader for MFL to provide key discussion topics for MFL</p>	1,3
Connectivity for all	<p>Post lockdown we have developed significantly as a school in terms of the quality of our remote education. This is now key to homework in many subject areas and will be the backbone of our intervention programme. Prior to lockdown we have avoided a heavy reliance on Remote education as connectivity was a significant barrier for our students. Utilising the recovery premium we have been able to ensure that all students have access to a device and internet and this is supported by a google classroom for every subject that they study. In terms of after school intervention, transport home has previously been a barrier for students as many travel across the city on school buses and the cost of a public bus home is prohibitive. We have previously provided transport by taxi but this is not cost effective and could only be provided for Y11 students. All students are now able to access support for their learning from home. In order for this to be a sustainable intervention we must ensure that student connectivity is regularly surveyed to identify when there are changes in personal circumstances and that our new student intake also has connectivity</p>	5

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

Budgeted cost: £ 127 050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons -To improve cultural capital	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been	5,6,7

and engagement of PP students	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.	
Breakfast for all	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.	7
Food Tech ingredient provision	One barrier to attendance for PP students is their ability to fund participation in Food technology.	5,6
Hardship fund	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	5,6
Attendance officer, safeguarding lead and Year leaders	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.	4,6,7
Attendance Rewards		
School Nurse and counselling services and Hub wellbeing provision	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	7



	<p>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>Broadening Cultural Experiences -</p>	<p>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. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>	<p>5</p>

**Total budgeted cost: £ 327 050**

## 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.

The table below outlines the positive impact had overall on the achievement gap between disadvantaged and none disadvantaged students.

Measure	Gap 2018	Gap 2019	Gap 2020	Gap 2021
Attainment 8	-9.81	-11.65	-7.60	-2.85
EBacc APS	-1.07	- 1.17	-0.79	-0.33
% Entered for EBacc	-13.5	-15.70	-18.0	-2.6
% Grade 5 in E&M	-23.8	-25.50	-11.0	-5.3

Many of the planned strategies for 2020 – 2021 were unable to be implemented or were subject to significant adaptation due to COVID 19. One such example was the monitoring of attendance as detailed below.

FFT attendance tracker shows that for 10 of the 27 weeks that we have been physically attending NSG has been above or in line with national attendance. COVID has undoubtedly negatively impacted our attendance this year however we have continued to make gains with some of our hardest to reach students as outlined by the progress of some of our students with less than 50% attendance.

Week	Remote Lesson Attendance		
	Disadvantaged	Other	All
	% Attendance	% Attendance	% Attendance
15	57	68	61
16	59	79	62
17	61	71	66
18	67	76	71
19	69	79	74
20	76	82	79
21	75	83	79
22	76	82	79

Our attendance overall is lower than previous years however it has remained higher than both the local authority and national averages every week.

The attendance gap between Disadvantaged and Non-disadvantaged children is just above the national gap at 3.47% however this may have broadened nationally post COVID. Our attendance at week 37 was 92.4% this is above the LA average of 91% for secondary schools.

## 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*

<b>Programme</b>	<b>Provider</b>
Online small group and 121 tuition	My Tutor
Maths small group intervention	Teach first - Academic mentor