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	618
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	12/10/2022
Date on which it will be reviewed	1/10/2023
Statement authorised by	V. Callaghan
Pupil premium lead	E Martinson
Governor / Trustee lead	B. Maxwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 270 000
Recovery premium funding allocation this academic year	£ 41,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 311 760

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 Non PPnational average at 87.9% . Persistent absence is above the national average at 31.6%
5	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 94.5% PP attendance gap <3% PP PA <20%

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 • Tier 3 • Vocabulary • WOW • Reading lessons	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. KS2 QLA and GL progress test 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

MFL Intervention	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness	1,2,3,5
Revision resources	Following the EEF 7 step model of revision in practice our aim is to activate students prior knowledge and via; explicit instruction, modelling and guided practice enable the student to complete their own independent revision. In order to achieve this students require high quality revision resources. The purchase of this can be a barrier to disadvantaged families.	1,2,3,5

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
Provision of taxi transport home from after school intervention sessions to promote attendance	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. The impact is also slightly lower when school time is extended in secondary school.	3,5,6

	The research also indicates that attracting and retaining pupils in before and after school programmes is harder at secondary level than at primary level. To be successful, any extension of school time should be supported by both parents and staff. It should also be noted that more extreme increases may have diminishing effects if engagement of pupils is reduced.	
1 Mock results day/Revision launch	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. Self-regulated learning can be broken into three essential components: ● 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. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. ● The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	3,5,6
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	Some of the core aspects of the programmes include (where available due to COVID): Enrichment activities including opportunities such as; Attendance of science club run by The Deep for Years 7 and 8, Elite subject based competitions such as the Rotary club debate competition, Royal Society of Chemistry Top of the Bench and Junior Mathletes Subject specific college master classes	2,5,7

opportunities planned for each year group.	Jniversity visits and Aiming for Oxbridge events Jniversity of Law criminal case study workshops MENSA testing Peer Tutoring 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. 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 Mentoring 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.	
Small group Tuition	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	1,3

	strategy and small group tuition offers an affordable outcome for a greater number of students. We will utilise a mixture of: Online sessions provided by My tutor supervised by SLT Academic mentors 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	

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 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.	5,6,7
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 Attendance Rewards	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
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 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.	7
Broadening Cultural Experiences -	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.	5

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	

Total budgeted cost: £ 315 650 Any expenditure over and above the pupils premium allowance and recovery funding will be draw from the school budget

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.

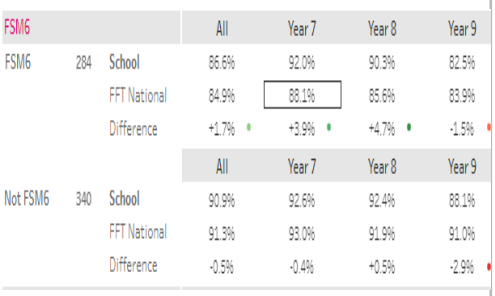
<table>
<tr><td colspan="4">ACADEMIC YEAR</td></tr>
<tr><td colspan="4">Quality of teaching for all</td></tr>
<tr><td>Action</td><td>Intended outcome</td><td>Impact</td><td>Lessons Learned</td></tr>
<tr><td>PP First -</td><td>Increase engagement of PP students in lessons</td><td>PP Outcomes
<table>
<tr><td colspan="4">Attainment/Progress 8 Summary</td></tr>
<tr><td>Measure</td><td>Pupil Premium</td><td>Total</td><td>Mocks Total</td></tr>
<tr><td rowspan="4">Average Total Attainment 8</td><td>All</td><td>49.22</td><td>38.77</td></tr>
<tr><td>Non-PP (DC: Other - Not Di</td><td>51.24</td><td>40.58</td></tr>
<tr><td>PP (DC: Disadvantaged)</td><td>47.62</td><td>37.34</td></tr>
<tr><td>GAP</td><td>3.62</td><td>3.24</td></tr>
<tr><td rowspan="4">Average Total Progress 8</td><td>All</td><td>0.15</td><td>-0.81</td></tr>
<tr><td>Non-PP (DC: Other - Not Di</td><td>0.37</td><td>-0.59</td></tr>
<tr><td>PP (DC: Disadvantaged)</td><td>0</td><td>-0.97</td></tr>
<tr><td>GAP</td><td>0.37</td><td>0.38</td></tr>
<tr><td colspan="4">Basics 9-5</td></tr>
<tr><td>Measure</td><td>Pupil Premium</td><td>Exams %</td><td>Mocks %</td></tr>
<tr><td rowspan="4">Students Achieving 9-5 in English and Maths</td><td>All</td><td>52.3</td><td>18</td></tr>
<tr><td>Non-PP (DC: Other - Not Di</td><td>55.1</td><td>22.4</td></tr>
<tr><td>PP (DC: Disadvantaged)</td><td>50</td><td>14.5</td></tr>
<tr><td>GAP</td><td>5.1</td><td>7.9</td></tr>
<tr><td colspan="4">Basics 9-4</td></tr>
<tr><td>Measure</td><td>Pupil Premium</td><td>Exams %</td><td>Mocks %</td></tr>
<tr><td rowspan="4">Students Achieving 9-4 in English and Maths</td><td>All</td><td>71.2</td><td>37.8</td></tr>
<tr><td>Non-PP (DC: Other - Not Di</td><td>77.6</td><td>46.9</td></tr>
<tr><td>PP (DC: Disadvantaged)</td><td>66.1</td><td>30.6</td></tr>
<tr><td>GAP</td><td>11.5</td><td>16.3</td></tr>
<tr><td colspan="4">KS4 Results</td></tr>
<tr><td>Measure</td><td>Pupil Premium</td><td>Exams %</td><td>Mocks %</td></tr>
<tr><td rowspan="4">Students achieving 5 Standard Passes inc EM ?</td><td>All</td><td>67.6</td><td>36.9</td></tr>
<tr><td>Non-PP (DC: Other - Not Di</td><td>73.5</td><td>44.9</td></tr>
<tr><td>PP (DC: Disadvantaged)</td><td>62.9</td><td>30.6</td></tr>
<tr><td>GAP</td><td>10.6</td><td>14.3</td></tr>
<tr><td rowspan="4">Students achieving 5 Strong Passes inc EM ?</td><td>All</td><td>48.6</td><td>16.2</td></tr>
<tr><td>Non-PP (DC: Other - Not Di</td><td>53.1</td><td>22.4</td></tr>
<tr><td>PP (DC: Disadvantaged)</td><td>45.2</td><td>11.3</td></tr>
<tr><td>GAP</td><td>7.9</td><td>11.1</td></tr>
</table>

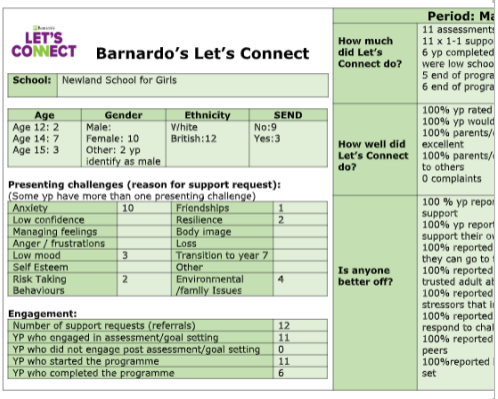
Lesson observation data shows :
PP FIrst questioning HT1
Seen 13/33
Not seen 11/33
Not Commented on 10/33

PP FIrst questioning HT3
Seen 21/38
Not seen 5/38
Not Commented on 12/38

PP FIrst questioning HT4
Seen 22/32
Not seen 3/32</td><td>Ensure that all leaders are focussed on PP first strategies in lesson drop ins and that the value is high.</td></tr>
</table>

		Not Commented on 7/32 This indicates in increased focussed by both staff and leaders on the PP first strategy as the year progressed	
Literacy interventions - Tier 3 Vocabulary - WOW - Reading lessons	Improve outcomes for PP students by increasing literacy levels	Y7 - 46 students were below CRA at the beginning gog the academic year. of the 46, 30 students made accelerated progress of greater than 12 months by the end of the year Y8 -23 students were below CRA at the beginning of the academic year. of the 23 , 10 students made accelerated progress of greater than 12 months by the end of the year	Ensure that Lexia students are set up as a SISRA filter group in order to measure wider impact across the curriculum. Continue to fund additional licenses to ensure that larger volumes of intervention can start in Y7 where impact is greatest
Action	Intended outcome	Impact	Lessons Learned
Mock results day/Revision launch	To raise aspirations and improve revision techniques	A dedicated programme of timetabled revision strategies and the steering of pupils through the 13 weeks prior to the final exam continues to have a positive impact on student progress with on average 1.1 grade of progress per student per subject from mocks to final exams. **Attainment/Progress 8 Summary** Measure / Pupil Premium / Total / Mocks Total Average Total Attainment 8: All 49.22 38.77; Non-PP (DC: Other - Not D 51.24 40.58; PP (DC: Disadvantaged) 47.62 37.34; GAP 3.62 3.24 Average Total Progress 8: All 0.15 -0.81; Non-PP (DC: Other - Not D 0.37 -0.59; PP (DC: Disadvantaged) 0 -0.97; GAP 0.37 0.38 **Basics 9-5** Measure / Pupil Premium / Exams % / Mocks % Students Achieving 9-5 in English and Maths: All 52.3 18; Non-PP (DC: Other - Not D 55.1 22.4; PP (DC: Disadvantaged) 50 14.5; GAP 5.1 7.9 **Basics 9-4** Measure / Pupil Premium / Exams % / Mocks % Students Achieving 9-4 in English and Maths: All 71.2 37.8; Non-PP (DC: Other - Not D 77.6 46.9; PP (DC: Disadvantaged) 66.1 30.6; GAP 11.5 16.3 **KS4 Results** Measure / Pupil Premium / Exams % / Mocks % Students achieving 5 Standard Passes inc EM ?: All 67.6 36.9; Non-PP (DC: Other - Not D 73.5 44.9; PP (DC: Disadvantaged) 62.9 30.6; GAP 10.6 14.3 Students achieving 5 Strong Passes inc EM ?: All 48.6 16.2; Non-PP (DC: Other - Not D 53.1 22.4; PP (DC: Disadvantaged) 45.2 11.3; GAP 7.9 11.1	Arbor will be used in order to direct the students into the appropriate sessions to ensure that students are revising in the areas of greatest need and monitor attendance more accurately Directed time has been used to further support the delivery of scheduled intervention windows in line with these launch sessions. Holistic monitoring of intervention using SISRA filters will enhance our ability to measure progress by intervention type.

Other approaches			
Action	Intended outcome		
Music lessons	To improve cultural capital and engagement of PP students	Overall 65 students received music tuition in 2021 2022. 35 of these were PP students	Continue to publicize music tuition and offer singing which has largest uptake
Breakfast for all	To improve attainment outcomes and promote health by increasing the number of students who eat breakfast	Breakfast for all student continues to be provided at breaktime.	Continue to provide toast at breaktime
Food Tech ingredient provision	To increase PP attendance	No students did not complete food technology practicals as a result of lack of ingredients	Ensure that the same level of support is offered for GCSE practicals. Investigate central purchasing options with Parent pay available.
Hardship fund	To increase PP attendance and access to the curriculum	Although attendance remains below pre-pandemic levels we were above both the DFE and FFT national averages for 2021 2022. In years 7.8.9.and 11 PP attendance was above the national average, significantly so in Year 7,8, and 11.  **Equipment referrals: PP 245 Non PP 240 Gap: 5**	The impact of attendance rewards was measured and on reflection only the autumn and summer term trips appear to have a significant impact. As a result these will be continued in 2022 2023. Smaller and more frequent rewards will be issued with freddos weekly for all students with 100% attendance weekly and half termly 100% reward lunches.
Attendance officer, safeguarding lead and Year leaders	To increase PP attendance		
Attendance Rewards	To increase PP attendance		

		Homework referrals: PP 923 Non PP 745 Gap: 178 **Uniform referrals: PP: 389 Non PP: 356 Gap: 33**	
School Nurse and counseling services	To support mental health and wellbeing and as a result improve attendance and outcomes		Where students already had poor attendance the impact was limited as they did not regularly attend sessions.this will impact student selection going forward. Barnardo's have been made aware that 2 members of staff have been identified to attend the WRAP 1 support programme and the WRAP 2 training programme which will support delivery of WRAP 1 in Newland Girls School in the coming school year. School staff who complete the above events will be able to co-facilitate WRAP with Barnardo's from January 2023. To support group work delivery next term, there will need to be additional capacity built in to allow the identified members of NewlandGirls staff time, for planning and supporting delivery with the Barnardo's lead worker in school.

<table>
<tr>
<td>Broadening Cultural Experiences -</td>
<td>To raise aspiration and enhance cultural capital</td>
<td>
<table>
<tr><th>Trip</th><th>Date</th><th>Lead Staff</th><th>Total No of Students</th><th>No of PP</th><th>No of Non PP</th></tr>
<tr><td>COP 26</td><td>Oct</td><td>LRE</td><td>5</td><td>2</td><td>3</td></tr>
<tr><td>Y8 Railway Children @Hull Truck</td><td>Dec</td><td>DPE</td><td>126</td><td>56</td><td>70</td></tr>
<tr><td>Chicago</td><td>Nov</td><td>GWI</td><td>31</td><td>16</td><td>15</td></tr>
<tr><td>MeadowHall</td><td>14/12</td><td>EMA</td><td>245</td><td>102</td><td>143</td></tr>
<tr><td>Y11 + Y10 - Thackray Museum visit</td><td>19/1/Y10
21/1 Y11</td><td>PHA</td><td>42
39</td><td>20
19</td><td>22
20</td></tr>
<tr><td>Go Ape</td><td>4/4 5/4/</td><td>EMA</td><td>158</td><td>70</td><td>88</td></tr>
<tr><td>Y7 Camp</td><td>20/6</td><td>MGR</td><td>31</td><td>12</td><td>19</td></tr>
<tr><td>Y8 Camp</td><td>20/6</td><td>MGR</td><td>32</td><td>13</td><td>19</td></tr>
<tr><td>Arran</td><td>10/7/22</td><td>CWO</td><td>36</td><td>11</td><td>22</td></tr>
<tr><td>Flamingo Land</td><td>15/7/22</td><td>MGR</td><td>153</td><td>69</td><td>84</td></tr>
<tr><td>Music Lessons (All years)</td><td>21/22</td><td>JHK</td><td>65</td><td>36</td><td>29</td></tr>
</table>
</td>
<td>Continue to support the programme with a more focussed approach to supporting costs for PP students rather than general subsidy on more costly visits.</td>
</tr>
<tr>
<td>Newland Flyers</td>
<td>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</td>
<td>Due to remaining covid restrictions the opportunity for Flyers visits and enrichment remained limited in 2021 2022.</td>
<td>Ensure that funding is available to support opportunities as they arise this academic year</td>
</tr>
</table>

	development opportunities planned for each year group.		

Externally provided programmes

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

Programme	Provider
Online small group and 121 tuition	My Tutor
Maths small group intervention	Teach first - Academic mentor
Maths, English and Science small group intervention	PET XI