

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 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	679
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	27/9/2024
Date on which it will be reviewed	1/10/2025
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	£ 296,575
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	£ 296575

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	Low Numeracy
3	Poor recall and knowledge retention limits progression onto application of knowledge or skills
4	Attendance- PP attendance is below Non PP national average at 87.8% . Persistent absence is above the national average at 29%
5	Parental engagement - reduced attendance at parents evenings and school events and ineffective support for school attendance negatively impacting students aspirations
6	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 >44.00 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.% PP attendance gap <3% PP PA <25%

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: £ 62261

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing self efficacy and a teaching an learning culture of high expectation for disadvantaged students</p>	<p>Against the Odds: Achieving greater progress for secondary students facing socio-economic disadvantage – research report (2021) – Social Mobility Commission</p> <p>This report explores a range of ideas which may be useful to consider. Successful findings include: vertical tutoring and mixed attainment classes at Key Stage 3 were associated with higher rates of progress for pupil premium students; the staff culture regarding pupil premium was found to be an important factor – concerningly, in some schools, as many as a quarter of staff have reservations about the pupil premium, seeing it as discriminatory or ineffective. It was also found that mechanisms for listening to students in schools was not well developed. Whilst the report makes interesting reading, there were three key recommendations for school leaders:</p> <ul style="list-style-type: none"> · School leaders should regularly explore staff attitudes towards the pupil premium, how well their school responds to the needs and circumstances of its students, and the impact of their policies on students' wellbeing. · When schools have had little success at reducing the progress gap, they should refocus on a small number of critical, context-specific issues, 	<p>1,2,3,4</p>

	<p>such as improving the experience of transferring students or reducing student absence.'</p> <p>The report found that 96% of teachers surveyed reported that they are required to provide PP students with additional attention or support, e.g. marking their books first, asking more questions during lessons, handing materials to them first etc. – but it was also found that schools have had mixed results from this.</p>	
<p>Literacy interventions</p> <ul style="list-style-type: none"> ● Tier 3 ● Vocabulary ● WOW ● Reading lessons 	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. 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.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p>	1,2
Revision resources	<p>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.</p>	1,2,3,5

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

Budgeted cost: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of taxi transport home from after school intervention sessions to promote attendance	<p>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.</p> <p>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.</p>	3,5,6
Revision Workshops	<p>EEF toolkit indicates up to 7+ months impact from metacognitive and self regulation strategies</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	3,5,6
Small Group Tuition	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	3,5,6

	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 202 540

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	5,6

	of uniform or equipment or may be the requirement for support to access extracurricular or enrichment activities	
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 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.	2,5


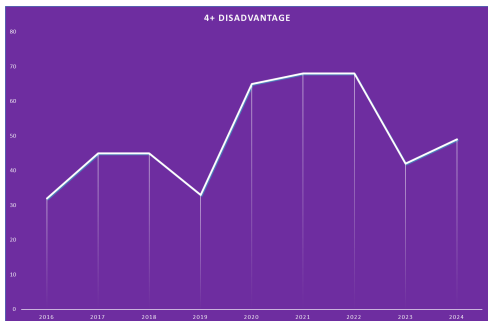
	<p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	
Newland Flyers	<p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils (2018) – DfE</p> <p>The findings in this report are based on a small-scale qualitative study, but may be of use as the <i>Potential for Success</i> Sutton Trust report (Motecute, 2018) highlighted that ‘there is currently little evidence on how best to support highly able students, and even less on how to support students who are capable of high attainment who are from disadvantaged backgrounds’.</p> <p>A key finding from this research was that a suite of activities, as opposed to a single intervention, was successful in supporting the most academically able disadvantaged learners. Interventions across four areas were deemed to be needed: academic extension, cultural enrichment, personal development and the removal of financial barriers to achievement. It is worth noting that these areas were supported by working in partnership with parents, universities, local businesses and other external sources.</p>	2,5

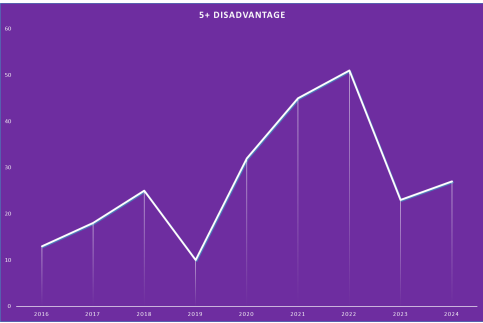
Total budgeted cost: £ 304801 Any expenditure over and above the pupils premium allowance and recovery funding will be draw from the school budget

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.

ACADEMIC YEAR			
Quality of teaching for all			
Action	Intended outcome	Impact	Lessons Learned
PP First -	Increase engagement of PP students in lessons	<p>PP Outcomes The Gap in outcomes for disadvantaged learners is still too wide with a negative P8 score overall of -0.56. This is however a significant improvement on the 2022/2023 value of -0.92 and the gap between Disadvantaged and non disadvantaged students has decreased</p>  <p>Attainment for disadvantaged learners has improved in the 9-5 (4%) and 9-4 (5%) for Maths and English from the 2023 values and are inline with the improving trend pre- pandemic</p> <p>EM 9-4</p> 	<p>Ensure that all leaders are focussed on PP first strategies in lesson drop ins and that the value is high.</p> <p>Maintain SLT focus on MA PP learners in monitoring and QA</p>

		<p>EM 9-5</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>As of end of 2023/24 reading intervention</p> <p>Year 7 - 20 pupils had intensive intervention using a mixture of resources Lexia and Dockside reading program. 15 of the 20 made accelerated progress of greater than 12 months over the duration of the intervention</p> <p>Year 8 - 8 pupils had intensive intervention using a mixture of resources Lexia and Dockside reading program. 6 of the 8 made accelerated progress of greater than 12 months over the duration of the intervention</p> <p>Year 9 - 10 pupils had intensive intervention using The Remedial Reading Program. All 10 made accelerated progress of greater than 12 months over the duration of the intervention</p> <p>Year 10 - 10 pupils had intensive intervention using The Remedial Reading Program. 9 out of the 10 made accelerated progress of greater than 12 months over the duration of the intervention</p> <p>Year 11 - 13 pupils had intensive intervention using Lexia reading program. 11 out of the 13 made accelerated progress of greater than 12 months over the duration of the intervention</p>	<p>Ensure that Lexia students are set up as a SISRA filter group in order to measure wider impact across the curriculum.</p> <p>Continue to fund additional licenses to ensure that larger volumes of intervention can start in Y7 where impact is greatest. Fund additional staffing to utilise in reading intervention</p>
<p>MFL Intervention</p>	<p>To improve outcomes in attainment for</p>	<p>Small group tuition was delivered on rotation in the spring term. In addition to this students completed a mock speaking exam for the first time which allowed for</p>	<p>Increasing opportunities for Speaking had a significant impact on students willingness to</p>

	French inline with national	<p>additional feedback and exam focussed preparation. Less intervention was delivered than planned for as the intervention teacher began a full time post.</p> <p>As a result the outcome in French have improved significantly and the value added score for Languages is positive</p>	<p>speaking during exams. The curriculum has now been altered to reflect this and reduce the need for additional intervention. The addition of a speaking mock also bolstered student confidence and will be included in the calendar going forward</p>																																
<table border="1"> <caption>Attainment Over Time</caption> <thead> <tr> <th>Year</th> <th>SUM of 9-4%</th> <th>SUM of 9-5%</th> <th>SUM of 9-7%</th> </tr> </thead> <tbody> <tr> <td>17/18</td> <td>35</td> <td>35</td> <td>15</td> </tr> <tr> <td>18/19</td> <td>25</td> <td>15</td> <td>10</td> </tr> <tr> <td>19/20</td> <td>65</td> <td>35</td> <td>15</td> </tr> <tr> <td>20/21</td> <td>50</td> <td>35</td> <td>20</td> </tr> <tr> <td>21/22</td> <td>30</td> <td>15</td> <td>10</td> </tr> <tr> <td>22/23</td> <td>40</td> <td>20</td> <td>15</td> </tr> <tr> <td>23/24</td> <td>60</td> <td>45</td> <td>20</td> </tr> </tbody> </table>				Year	SUM of 9-4%	SUM of 9-5%	SUM of 9-7%	17/18	35	35	15	18/19	25	15	10	19/20	65	35	15	20/21	50	35	20	21/22	30	15	10	22/23	40	20	15	23/24	60	45	20
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Action	Intended outcome	Impact	Lessons Learned
Revision resources	To improve outcomes for PP students by providing access to high quality revision resources	<p>Students received revision guides in all subject areas. Some subjects such as Geography used additional students workbooks and regularly reviewed these in lessons.</p> <p>PP gap has narrowed this academic year from -0.77 to -0.71</p>	Mentor meetings held with key students at the beginning of the year helped to identify resource gaps and ensure that all students received replacement resources where required



Action	Intended outcome		
Music lessons	To improve cultural capital and engagement of PP students	Overall 58 students received music tuition in 2023 2024. 31 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	Breakfast for all student continues to be provided at breaktime.	Continue to provide toast at breaktime

	students who eat breakfast		
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 2023 2024 receiving a FFT attendance certificate for attendance in the top 25% of similar schools.. Disadvantaged attendance was above the national average for all year groups. Overall the attendance of disadvantaged students was 3.8% above the national average. The attendance of disadvantaged students was only 3.6% below non disadvantaged students nationally. With PA students equal to all students nationally at 28% and 17% below other disadvantaged students nationally.	Additional rewards strategies including first in Friday will be introduced in line with guidance from the DFE attendance Hub. The profile of attendance will continue to be raised with weekly tutor group attendances displayed outside classrooms.
Attendance officer, safeguarding lead and Year leaders	To increase PP attendance		The attend strategy will be used to reduce barriers to attendance for all students with attendance below 90% in 2024 2025
Attendance Rewards	To increase PP attendance		
School Nurse and counseling services	To support mental health and wellbeing and as a result improve attendance and outcomes	In 2023 2024 50 Disadvantaged students were referred and seen on the school nurse caseload and 52 non disadvantaged students.	Where students already had poor attendance the impact was limited as they did not regularly attend sessions. this will impact student selection going forward. School staff will be able to co-

			facilitate WRAP with Barnardo's from January 2023.																																																																												
Broadening Cultural Experiences -	To raise aspiration and enhance cultural capital	<table border="1"> <thead> <tr> <th>Activity</th> <th>Total No of Students</th> <th>No of Disadvantaged students</th> <th>No of Non Disadvantaged students</th> </tr> </thead> <tbody> <tr> <td>London Theatre trip Wicked</td> <td>45</td> <td>15</td> <td>35</td> </tr> <tr> <td>Aspiration Awards</td> <td>146</td> <td>46</td> <td>100</td> </tr> <tr> <td>Hull Theatre trip - Pantomime</td> <td>57</td> <td>15</td> <td>42</td> </tr> <tr> <td>High Flyers HYMS visit</td> <td>28</td> <td>12</td> <td>16</td> </tr> <tr> <td>Top of the Bench Chemistry competition</td> <td>8</td> <td>3</td> <td>5</td> </tr> <tr> <td>Hull Young People's Parliament 2023</td> <td>12</td> <td>5</td> <td>7</td> </tr> <tr> <td>Sparks Y10 University Visit</td> <td>35</td> <td>9</td> <td>26</td> </tr> <tr> <td>WIME</td> <td>23</td> <td>7</td> <td>16</td> </tr> <tr> <td>Hull University Music day</td> <td>28</td> <td>11</td> <td>17</td> </tr> <tr> <td>Hull and East Riding Health EXPD</td> <td>29</td> <td>13</td> <td>16</td> </tr> <tr> <td>Meadowhall</td> <td>343</td> <td>112</td> <td>231</td> </tr> <tr> <td>Y11 Revision residential</td> <td>35</td> <td>7</td> <td>28</td> </tr> <tr> <td>Nottingham Theatre trip Edward Scissor hands</td> <td>17</td> <td>7</td> <td>10</td> </tr> <tr> <td>Ice Skating</td> <td>216</td> <td>83</td> <td>135</td> </tr> <tr> <td>History Visit Golden Hinde</td> <td>55</td> <td>14</td> <td>41</td> </tr> <tr> <td>Flamingo Land</td> <td>72</td> <td>23</td> <td>49</td> </tr> <tr> <td>Cinema/ Bowling</td> <td>70</td> <td>20</td> <td>50</td> </tr> <tr> <td>YT Camp</td> <td>41</td> <td>10</td> <td>31</td> </tr> </tbody> </table>	Activity	Total No of Students	No of Disadvantaged students	No of Non Disadvantaged students	London Theatre trip Wicked	45	15	35	Aspiration Awards	146	46	100	Hull Theatre trip - Pantomime	57	15	42	High Flyers HYMS visit	28	12	16	Top of the Bench Chemistry competition	8	3	5	Hull Young People's Parliament 2023	12	5	7	Sparks Y10 University Visit	35	9	26	WIME	23	7	16	Hull University Music day	28	11	17	Hull and East Riding Health EXPD	29	13	16	Meadowhall	343	112	231	Y11 Revision residential	35	7	28	Nottingham Theatre trip Edward Scissor hands	17	7	10	Ice Skating	216	83	135	History Visit Golden Hinde	55	14	41	Flamingo Land	72	23	49	Cinema/ Bowling	70	20	50	YT Camp	41	10	31	Continue to support the programme with a more focussed approach to supporting costs for PP students rather than general subsidy on more costly visits.
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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 opportunities planned for each year group.	<p>PP funding was used to support access to extracurricular visits for: Brilliant Club, HYMS university visits, Top of the Bench competition.</p> <p>There were a range of in school enrichment opportunities including: Learn with the Lords, Spelling Bee, Poetry Live competition, Junior Maths challenge and the Business Breakfast</p>	Ensure that funding is available to support opportunities as they arise this academic year																																																																												

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	Reed Education
Maths, English and Science small group intervention	PET XI