

# Pupil Premium Strategy Review

## Statement: 2018-19

1. Summary Information					
School	Ninestiles, An Academy				
Academic Year	2018-19	Total PP budget	£635 000	Date of most recent PP Review	Sept 19
Total number of pupils	1465	Number of pupils eligible for PP	689	Date for next internal review of this strategy	February 20

2. Attendance Information				
	Overall Attendance		Persistent Absence	
	Ninestiles	National 2018	Ninestiles	National 2018
Disadvantaged	92.92%	92.2%	17.67%	13.6%
Other	95.6%	94.6%	8.8%	13.6%
Overall	94.25%	94.6%	13.47%	13.6%

3. Outcomes – 2019 Statutory Testing Data					
	Pupils eligible for PP (National)	Pupils not eligible for PP (National)	In school difference	Difference to national other (National)	National average for all pupils
Attainment 8	40.83(49.76)	48.34(49.76)	7.51	8.93	46.29
Attainment 8 boys	38.60(43.67)	44.13(43.67)	5.53	5.07	46.29
Attainment 8 girls	44.57(49.01)	52.29(49.01)	7.72	4.44	46.29

<b>Progress 8</b>	-0.326(0.11)	0.157 (0.11)	0.483	0.437	
<b>Progress 8 boys</b>	-0.456(-0.24)	-0.074	0.382		
<b>Progress 8 girls</b>	-0.121(0.18)	+0.372	0.493		
<b>Basics (En ma 9-5)</b>	29%(49%)	46.8%(49%)	17.8%	17%	43%
<b>Basics (En/ma 9-5) boys</b>	28%	43.3%	15.3%		
<b>Basics (En/ma 9-5) girls</b>	30.6%	50%	19.4%		
<b>English 9-5</b>	47.3%(81%)	68.5%(81%)	21.2%	15%	75%
<b>Maths 9-5</b>	34.4%(76%)	53.2%(76%)	18.8%	24%	69%
<b>EBACC</b>	11.5%	16%	4.5%		
<b>2 x 9-5 Science</b>	21.4%	35%	13.6%	N/A	N/A

<b>4. Review of Impact 2018/19 (Resource/Intended Impact lifted from 2018/19 plan)</b>		
<b>Resource</b>	<b>Intended Impact</b>	<b>Impact</b>
Disadvantaged students to be actively considered and supported in all classroom contexts.	Disadvantaged pupils (DP) will receive targeted support in lessons thus increasing understanding and outcomes. Seating plans and contexts sheets will focus on DP to ensure teachers plan appropriate questions, mark first and check understanding most frequently.	P8 figures for DP have improved slightly over the course of the last year. Boys showed a marginally bigger improvement than girls and narrowed the gap to their non DP peers. Whilst DP girls showed some improvement in P8 the gap with their non DP peers grew slightly.
Improved reading skills of disadvantaged students, and engagement in reading..	Research suggests that DP are significantly less likely to read widely and that this has a large effect on GCSE outcomes over time. On entry the gap between DP and non DP reading ages is significant and the intention was to reduce this to allow all pupils to access the curriculum successfully.	The use of the HLTA to undertake this work was variable during the year as her focus was often taken by EAL/DP pupils. The impact on these pupils was positive one although costly and time consuming. Widening the reading programme remains a focus for next year.

Improved rates of progress for KS3 students through greater out of school learning provision.	A consistent focus on homework provision would ensure that DP are able to access high quality work out of school and receive support to push their learning forward thus decreasing the gap to non DP peers.	Homework provision started well but was less consistent as the year progressed. It is therefore difficult to pinpoint an improvement in this area. Maths use Hegarty maths programme consistently and the gap for students achieving 5+ fell from 33.3% to 18.8% and 25.4% to 14.6 % for 4+. This strongly suggests that a well implemented hwk policy will support DP progression.
Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well	Disadvantaged pupils were actively pushed and encouraged to take part in culturally relevant and curriculum enhancing trips. Places were reserved to support DP and financial support was offered. The intention was to ensure students are fully engaged in school life and have relevant cultural literacy where they otherwise might not have.	Evidence is mixed on this front. Some students involved demonstrated increased attendance and reported short term improvements in engagement with school (i.e. girls after the Standon Bowers HAL residential). Others were less consistent and it is difficult to pinpoint effect size or clear impact. DP taking MFL has increased perhaps as a result of a popular Spanish MFL trip with reserved places.
Disadvantaged students may suffer disproportionately from unstable background and lack of access to specialist support.	Learning mentors, EWO, safeguarding team and the school counsellor all work closely to remove disadvantage and support students to be in school and engage with learning.	DP attendance increased very slightly and the PA decreased a significant amount suggesting harder to reach DP students received immediate support and improved attendance accordingly. School provision work with DP in large numbers and track their involvement which shows variable impact.
Disadvantaged pupil attendance to reach 95%.	DP have lower attendance and by raising this we will be better able to support their progress.	DP attendance showed improvement in the early part of the year but then fell back to very similar levels to the previous year. PA for DP fell quite significantly which supports their progress.
Disadvantaged students to significantly increase outcomes in EBACC subjects to close gap with non-disadvantaged peers	To ensure that DP access and achieve at the highest levels of academic success and most appropriately for their ability.	The improvements are generally positive across a range of EBACC subjects. Gaps between DP and non DP students closed significantly at 9-4 for English (5.4% closing), Geography at 9-5 (13% close) and 9-4 (22% close), History 9-4 (12% close) and science 9-5 (6%) and 9-4 (8.5%). In MfL the % DP achieving the 9-7 grades increased significantly from 3% to 31%. DP continue to excel in single sciences with very little difference discernible between peers (group make up focus?)
Disadvantaged students improve maths attainment to diminish the gap at 9-5 grades and 9-7	The gap for maths at 9-7 and 9-5 grades has been significant and limits DP choices at A-level.	The gap at 9-7 closed significantly amid slightly improved DP outcomes but also slightly decreased non

		DP outcomes. At 9-5 the improvements were more noticeable for DP students although again part of the gap closure was from decreases in non DP outcomes.
Increased engagement with school and cultural capital.	As point 4 above	As point 4 above
Students with particularly challenging needs or difficulty accessing the regular curriculum are given tailored alternative provision.	High quality alternative provision for DP supports their on-going progress when school is particularly challenging and ensures no student falls into a cycle of non-achievement.	Partnership work with EBN ensured all AP is Quality assured and providing students with a good level of education. DP are disproportionately likely to be in AP and so need continued support. Focus future impact on in school measures to prevent AP.
Disadvantaged students often present changing needs across the year and will need support with a manner of issues	Supporting students with the ongoing costs that influence school attendance and engagement to remove barriers to attendance and learning.	The school provided uniform, PE kit, resources, bus pass and financial hardship support to ensure students attended school and accessed curriculum provision successfully. On a case by case basis this is difficult to quantify but is welcomed by families and often alleviates short term problems.

## 5. Barriers to Future Attainment (for pupils eligible for PP including high ability)

### In-school Barriers

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| <b>A.</b> | The attendance of disadvantaged students is less than that of other students in the school   |
| <b>B.</b> | Disadvantaged boys are disproportionately likely to receive behaviour sanctions leading to a lack of engagement with school and reduced aspiration in lessons. |
| <b>C.</b> | Reading ages for PP students on entry are below non PP.  |

### External Barriers

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| <b>D.</b> | Parental engagement for PP students is lower than non PP.<br>Lower aspirations may be present in PP students or they may be less aware of how to fulfil their aspirations. |
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<b>6. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Disadvantaged students will achieve at least 95% attendance thus significantly closing the gap to non-disadvantaged peers.
<b>B.</b>	Improved attainment of the highest grades for PP students in English and Maths. Overall increase in PP outcomes at grade 5 and above.	A significant increase in students achieving grades 9-7 in English and Maths. The gap between PP and Non PP will fall from the current 11%
<b>C.</b>	Reading age gaps decreased between PP students and non-PP. Students below chronological reading age on entry undergo rapid progression to catch up and then continue development in line with age. On entry the reading gap for PP (10 years 2m) to Non PP (11 years 9m) is 1 year and 7 months.	To be seen in the outcomes of Disadvantaged students, to improve on P8 of -0.40 in 2018. Results from reading tests, and borrowing rates of books from the library to show improvement from 2018-19
<b>D.</b>	NEET figure continues to be low and Disadvantaged students progress on to post 16 courses at appropriate level.	To be seen in the outcomes of Disadvantaged students, to improve on A8 of 39.99 in 2018. Aspirations throughout schooling, so destinations are appropriate and students aim high. Proportions of Disadvantaged students moving on to Levels 2 and 3 courses post-16 are in line with prior attainment of the cohort

7. Planned expenditure					
Academic Year	2019/20				
i. Quality of Teaching for All					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved rates of progress across KS3/4 for PP students particularly lower ability students and boys eligible for PP.	An extra group to be created across all subjects in KS3. Embed the use of accelerated Reader and subsequent CPD	Accelerated reader was shown to have a positive impact in an independent evaluation and adds +4 months progress.  EEF toolkit suggests reducing class size adds +3 months progress.	Literacy lead appointed to oversee resources and scheme development with librarian, reading catch-up HLTA and newly appointed librarian assistant.	Literacy lead	Jan 2020
Improved rates of progress across KS3/4 for PP students particularly lower ability students and boys eligible for PP.	Extra support added to key groups of PP students in maths and MfL through provision of graduate specialists.	SLT and subject lead feedback had identified a need to develop Speaking within MfL with native language speakers and to provide bespoke support within maths	Monitored progress for students in receipt of this support, feedback from class teacher and subject lead as well as student.	MFL and maths leads	Ongoing
Improve disadvantaged students attainment across all subjects but in particular, in English and Maths	SISRA and Pixl Subscription	Data managers, teachers and leaders across the Academy have access to SISRA and Pixl, so as data and improvement strategies are used effectively to close achievement gaps.	Analysis of interventions show them to be effective in raising achievement.	VP, AP, ALS and subject Leaders	Calendared progress meetings after data drops

Improved reading skills of disadvantaged students, and engagement in reading.	HLTA trained in phonics programme. Teaching assistants support in class	Students with the lowest reading ages and two years below chronological reading age will be targeted and receive one to one targeted intervention	Comparison of reading ages before and after to show improvements in reading ages thus being able to access the curriculum further.	ACLA, IDAR	After each intervention programme of approx. 6 weeks.
<b>Total Budget Cost:</b>					£230 250
<b>ii) Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved rates of progress across KS3/4 for PP students.	Revision guides purchased and provided for all PP students across year 10/11	We implemented this strategy last year and had positive feedback from students although it was felt it was implemented too late in the year.	Completion of homework and use of guides within lessons.	Subject leads	Termly.
Improved rates of progress for all students across Ks3/4 who receive PP.	School licensing of high quality resources to support PP homework and self-study	This strategy has started to be implemented over previous years in maths and has seen student engagement and homework completion improve.	Monitoring of completion of homework at a class teacher level and a subject leader level.	All staff and subject leads	Half termly

Improved rates of engagement with all subject areas and increased aspiration and motivation to achieve excellent outcomes and access suitable further education or employment	A range of high quality external speakers and visitors to engage our PP students in suitable options for their future.	Feedback from previous year groups has told us that students found these events highly motivating and raised aspirations.	Feedback following events and student engagement surveys	KS AAPs and DoYs.	Post events.
Improved reading ages for all PP KS3 students	Licensing of the accelerated reader program and integration into the school curriculum. Employment of a librarian assistant to enable OLA to be open longer and with greater support. DEAR and academic language program embedded and strengthened. Provision of every year 7 student with a copy of a reading book.	Provision of dedicated reading space for PP students and a range of strategies to increase their exposure to literature. This is recommended in EEF literacy report.	Usage figures for the OLA and reading age assessment data.	Literacy lead	December, May.
Improved outcomes for disadvantaged students in key subject areas including but not limited to maths, science and French.	Extra support provision in the form of graduate trainees who work 1 to 1 and in small groups supporting maths progress and mfl speaking.	We have identified particular weaknesses in our progress for DP in MFL with regard to speaking in the target language. In maths DP in the middle band achieve less well than desired and have responded well to pilots of this provision.	Student outcomes and progress evidence. Class teacher and subject lead feedback.	DFRA/CGUE	December, April, June

Improve engagement and outcomes for our most vulnerable disadvantaged students.	Provide short term, bespoke 1 to 1 tutoring for DP who are having difficulties accessing main stream schooling for a variety of reasons. Use as a reintegration and support tool.	Previous years evidence has shown that we have a number of disadvantaged and CIC students who periodically struggle to access a full curriculum. We wish to continue to support them academically whilst pastoral care is being put in place to reduce barriers to accessing education.	Careful monitoring for DP receiving this provision. Re-integration plans in place to support provision ending and students accessing a full time curriculum.	BLEW/AHU/JLIB	Ongoing.
<b>Total budgeted cost</b>					£187 000
<b>iii) Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Decrease the number of FTE and repeat FTE for PP students	Restructuring and strengthening of the pastoral team. Information sharing across East Birmingham Network and with outside agencies. Improved student referral process to ensure that support is in place as necessary.	EEF Pupil premium guidance suggests behaviour interventions can add 3+ months to progress.	Weekly and half-termly review of attendance, behaviour and exclusion data.	VP/AP pastoral DoY and the AAP's for Key stages	December 2019

Increased attendance rates for students in receipt of PP.	Attendance is a whole school priority with close links to attainment. Effective usage of the fast track legal process in conjunction with local authority. Engagement of EWO to target students and families most in need of support. Weekly attendance report to staff. Employment of two CPO to engage the most challenging families and students.	External agencies are better placed when it comes to supporting through legal duties. A whole school approach and accountability has proven more successful when tackling poor attendance.	Trust wide and in-school reviews, careful monitoring of developing patterns and figures. Analyse impact of external agencies.	AP attendance and safeguarding	Ongoing
Improved rates of engagement and aspiration leading to higher rates of progress across KS3/4 for PP students.	Fully funded places allocated across all subject areas and curriculum focus to enable students from PP backgrounds to experience the very best cultural capital and contextual learning experiences.	PP student uptake is greater in these areas when fully funded places are allocated supporting families in challenging circumstances.	Ring-fenced pot of resource available to meet parental need in financing cultural capital experiences. All planned trips will have a remit to fill a dedicated representative number of places with PP students.	JLIB/AHU	Termly feedback of CC experience uptake.
Increase attendance rates for PP students through support and provision	Employment of a school counsellor and two school learning mentors. Engagement of EWO support.	Social and emotional challenges can be a limiting factor in attendance.	Termly impact reports	JLIB	Dec 2019 March 2020 June 2020
Increase aspiration and engagement with DP in all year groups.	Working with THE GIRLS NETWORK to provide expert professional mentoring. Link school visit and project with Jakarta Provision of extra curricular and support outside of school.	DP aspiration can be a limiting factor in student outcomes.	Evaluation of linked projects and experiences over time.	JLIB/AHU	Termly

<b>Total budgeted cost</b>	£217 750