

Pupil Premium Strategy Statement:

1. Summary Information					
School	Ninestiles, An Academy				
Academic Year	2020-2021	Total PP budget	£728 000	Date of most recent PP Review	Oct 2020
Total number of pupils	1494	Number of pupils eligible for PP	819	Date for next internal review of this strategy	Feb 2021

2. Attendance Information (up to Lockdown)				
	Overall Absence		Persistent Absence	
	Ninestiles	National 2019	Ninestiles	National 2019
Disadvantaged	93.6%	92.5%	16.3%	22.8%
Other	95.2%		12.5%	
Overall	94.2%	95.3%	14.8%	10.9%

3. Outcomes – 2020 Statutory Testing Data				
	Pupils eligible for PP (National)	Pupils not eligible for PP (National)	In school difference	Difference to national other (National)
Attainment 8	44.42 (36.7)	49.08 (50.3)	4.56	5.88
Attainment 8 boys	43.44	51.92	8.48	
Attainment 8 girls	45.51	44.28	-1.23	

Progress 8	-0.01(-0.45)	+0.34 (+0.13)	0.35	0.14
Progress 8 boys	0.02	0.39	0.37	
Progress 8 girls	-0.04	0.24	0.28	
Basics (En ma 9-5)	41.7% (24.7%)	48.8% (49.9%)	7.1%	8.2%
Basics (En/ma 9-5) boys	44.4%	54.4%	10%	
Basics (En/ma 9-5) girls	38.6%	39.3%	0.7%	
English 9-5	52.5%	59.1%	6.6%	
Maths 9-5	50.8%	57.9%	7.1%	
EBACC	11.7%	18.3%	6.6%	
2 x 9-5 Science	35.9%	41.8%	5.9%	

4. Review of Impact 2019/20 (Resource/Intended Impact lifted from 2019/20 plan)		
Resource	Intended Impact	Impact
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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| A. | The attendance of disadvantaged students is less than that of other students in the school |
| B. | Outcomes for higher ability PP students remain significantly below their peers. |
| C. | Reading ages for PP students on entry are below non PP. |

External Barriers

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| D. | Parental engagement for PP students is lower than non PP.
Lower aspirations may be present in PP students or they may be less aware of how to fulfil their aspirations. |
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6. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved practice in every lesson around school enables PP students to be effectively targeted and supported resulting in improved outcomes.	Effective targeting of PP students will be evidenced through the quality assurance program and regular challenge at subject line management meetings. Seating plans will be available to the PP lead with the targeted students. Staff and student voice will demonstrate understanding of targeted higher order questions. MAR cycles will focus on PP and return to it frequently.
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.
C.	Improved attainment of 9-5 grades in Eng/Ma and EBACC subjects. The gap is currently 10% for Eng/Ma and 6.6% for EBACC.	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%
D.	Reading age gaps decreased between PP students and non-PP. Over 60% of students have a reading age below their chronological on entry and this has widened up year groups as the impact of lockdown has become apparent.	To be seen in the outcomes of Disadvantaged students, to improve on P8 of -0.01 in 2020. Results from reading tests, and borrowing rates of books from the library to show improvement from 2019-20 pre lockdown.
E.	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 44.42 seen in 2020. Aspirations throughout schooling, so destinations are appropriate and students aim high.

6. Planned expenditure					
Academic Year		2020/2021			
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 acquisition of knowledge by targeted PP students and greater engagement in active learning processes leading to improved outcomes.	Every teacher in all subject areas will actively target identified PP students with higher order questioning	EEF evidence suggests how school, consistent approaches to uplifting the quality first teaching level are likely to have the greatest impact on PP student outcomes.	Regular learning walks and observation from subject leads and SLT links. MAR and QA cycles will be focused on PP students regularly.	AHU/DFRA	Half termly

Improved rates of progress across KS3/4 for PP students particularly lower ability students and boys eligible for PP.	All KS3 students to be screened using AR and reading ages used to inform planning, seating plans and texts used in lessons.	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. Librarian assistant to run intervention sessions in either tutor or after school sessions.	Literacy lead	Jan 2021
Improved rates of progress across KS4 for PP students particularly lower ability students and boys eligible for PP.	Extra support added to key groups of PP students in maths and science through targeted mentoring.	SLT and subject lead feedback has identified these subjects as the most in need of this specialist support provision at this time.	Monitored progress for students in receipt of this support, feedback from class teacher and subject lead as well as student.	DFRA and subject leads	Ongoing
Improved reading skills of disadvantaged students, and engagement in reading.	HLTA trained in phonics programme. Teaching assistants support in class. Literacy programme embedded in whole school approaches including tutor time and DEAR.	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, JWY, ZA	After each intervention programme of approx. 6 weeks.
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

Total Budget Cost:					£235 000
ii) Targeted Support					
Improved rates of progress across KS3/4 for PP students.	Revision guides purchased and provided for relevant PP student groups.	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 including Hegarty maths, GCSE Pod and Educake.	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	APs 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	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.

	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.				
Total Budget Cost:					£242 000
iii) Other Approaches					
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. Change usage and emphasis of external tutoring and support systems to bring more in-house.	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 APs for Key stages	December 2020
Increased attendance rates for students in receipt of PP especially those identified as PA.	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	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

	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.				
Increase attendance rates for PP students through support and provision	Employment of a school counsellor and two school learning mentors as well as internal restorative support and external mentoring services. (e.g The girls network)	Social and emotional challenges can be a limiting factor in attendance.	Termly impact reports		Dec 2020 March 2021 June 2021
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.	VP pastoral and P.	Termly feedback of CC experience uptake.
Total Budget Cost:					£163 000

Action	Cost
Teaching and learning specific interventions	£197762
Attendance and intervention strategies	£67622
Behaviour support strategies	£90292
Well being and safeguarding support	£56604
Coaching and mentoring	£59916
Cultural and enrichment experiences	£45000
Accelerated reader	£10000
Targeted HLTA support and services	£52354
Literacy lead	£25517
Literacy and reading resources	£51309
Revision guides	£14000
Targeted career and aspiration support	£34624
Edtech lead	£18000
Leadership support	£5000
	£728000