

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ninestiles, An Academy
Number of pupils in school	1498
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	Nov 2022
Date on which it will be reviewed	Feb 2023
Statement authorised by	Alex Hughes
Pupil premium lead	Chris Guerin
Governor / Trustee lead	Ian Welsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£825,430
Recovery premium funding allocation this academic year	£243,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,074
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	£1,083,524

Part A: Pupil premium strategy plan

Statement of intent

Ninestiles, an Academy is dedicated to removing barriers to learning and supporting all our students in reaching their full potential. We recognise that over the coronavirus pandemic, disadvantaged students have been disproportionately affected by the circumstances and are committed to reversing this impact and ensuring that underachievement does not become systemic.

Our aims in spending the pupil premium and catch-up premium are as follows

- To embed systemic support mechanisms which enhance the access pupil premium students have to all elements of the curriculum. This will include ensuring there is quality first teaching for all.*
- Support disadvantaged students to attend well enabling them to access the full curriculum.*
- Support disadvantaged students with a wide range of behavioural and emotional support to allow them to be fully focused on accessing the curriculum in all areas.*
- To ensure that disadvantaged students are able to access the best cultural capital experiences and support their curriculum development with rich knowledge.*

In allocating the catch up premium we have sought to directly address those disadvantaged students who have suffered the most lost progress during the pandemic. Actions highlight in green below directly target small group interventions and tutoring at student groups significantly behind their expected progress. Furthermore, attendance was impacted most significantly amongst vulnerable and SEND group hence targeted interventions to return to full attendance and reduce anxiety.

Challenges

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

Challenge number (CN)	Detail of challenge
1	The attendance of disadvantaged students is less than that of other students in the school.

2	Outcomes for PP students, including those with high prior attainment, remain significantly below their peers.
3	Reading ages for PP students on entry are below non-PP.
4	PP students are overrepresented in fixed term exclusions and behavioural sanctions meaning they are more likely to miss learning time.
5	Parental engagement at key information events is lower for PP students than non-PP.
6	PP students may have lower aspirations, or they may be less aware of how to fulfil their aspirations.
7	PP students have lower access levels to technology required to support learning and to access the curriculum if absent and/or self-isolating
8	PP students have been disproportionately affected by school closures and absences during the coronavirus pandemic and may therefore have greater gaps in knowledge than non-disadvantaged students.
9	SEND students from disadvantaged backgrounds had significantly higher levels of absence and persistent absence than non-disadvantaged students.

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
Improved practice in every lesson around school enables disadvantaged students to be effectively targeted and supported resulting in improved outcomes.	Effective targeting of disadvantaged students will be evidenced through the quality assurance programme and regular challenge at subject line management meetings. Seating plans will be available to the disadvantaged students lead with the targeted students. Staff and student voice will demonstrate understanding of targeted higher order questions. MAR cycles will focus on disadvantaged students and return to it frequently.
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.
Improved A8 and P8 for disadvantaged students, compared to overall school results. The gap is currently -6.9 (39.4 v 46.3) and -0.31 (-0.28 v 0.03) respectively. Improved attainment of 9-5 grades in Eng/Ma and EBACC subjects. The gap is currently 15% (37% v 52%) for Eng/Ma and 10% (16% v 26%) for EBacc.	A significant increase in students' attainment and progress in English and Maths. The overall A8 and P8 gap between disadvantaged students and non-disadvantaged students will fall.

<p>Reading age gaps decreased between disadvantaged students and non-disadvantaged students. A high number of disadvantaged students have a reading age below their chronological on entry and in many cases, this has been exacerbated as a result of the pandemic.</p>	<p>To be seen in the outcomes of disadvantaged students. Results from reading tests, and borrowing rates of books from the library to show improvement from 2021-22.</p>
<p>NEET figure continues to be low and disadvantaged students progress on to post-16 courses at an appropriate level.</p>	<p>To be seen in the outcomes of disadvantaged students. Aspirations targeted throughout schooling, so destinations are appropriate and students aim high.</p>
<p>Disadvantaged students are able to fully access the curriculum at all times.</p>	<p>Disadvantaged students' outcomes improve through receiving full curriculum coverage and support. They are able to demonstrate progress in all areas including the personal development curriculum.</p>

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: £268,000

Activity	Evidence that supports this approach	CN add:
Improved acquisition of knowledge by targeted disadvantaged students and greater engagement in active learning processes, leading to improved outcomes.	EEF evidence suggests how consistent approaches to uplifting the quality first teaching level are likely to have the greatest impact on disadvantaged students' outcomes.	2
Improved rates of progress across KS3/4 for disadvantaged students particularly lower ability students and boys eligible for PP.	Accelerated reader was shown to have a positive impact in an independent evaluation and adds +4 months' progress. An EEF study found that students offered Accelerated Reader made 3 months' additional progress in reading compared to similar pupils, for those eligible got FSM, the figure was 5 months' additional progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/	3
Improved rates of progress across KS4 for disadvantaged students particularly lower ability students and boys eligible for PP.	SLT and subject lead feedback has identified these subjects as the most in need of this specialist support provision at this time.	2
Improved reading skills of disadvantaged students, and engagement in reading	Students with the lowest reading ages and two years below chronological reading age will be targeted and receive one to one targeted intervention.	3
Improve disadvantaged students' attainment across all subjects but in particular, in English and Maths	Data managers, teachers and leaders across the Academy have easy access to SISRA, so that data and improvement strategies are used effectively to close achievement gaps.	2
Improved attainment and progress for Year 11 through the introduction on an extended day with period 0 and period 5 dedicated to core lessons.	Students make two additional months' progress per year from extended school time. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/).	2

	Parental and student feedback has been overwhelmingly positive.	
Purchase of visualisers to support effective modelling in class	EEF evidence suggests how consistent approaches to uplifting the quality first teaching level are likely to have the greatest impact on disadvantaged student outcomes. Internal monitoring has demonstrated that students feel explanations are more precise and can be learned better when done under a visualiser.	2
Employment of a graduate literacy coach to targeted interventions in this area for students who have suffered slower progress during the pandemic	One to one tutoring has been demonstrated by the EEF to have a high impact at moderate cost and small group tutoring has been shown to have a moderate impact in student progress for a high cost.	2
Ingredients provided for all KS3 cooking and DT classes, to increase quality of lessons. (c.£23000)	If all pupils have the same ingredients provided by the academy, it will lead to improved experiences of lessons and remove any barriers to learning caused by lack of ingredients.	6

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

Budgeted cost: £281,000 from PP and £60,000 from Catch up premium tutoring cost

Activity	Evidence that supports this approach	CN add:
Improved rates of progress across KS3/4 for disadvantaged students through supply of revision guides purchased for relevant disadvantaged student groups.	We implemented this strategy last year and had positive feedback from students and parents.	6
Improved rates of progress for all students across KS3/4 who receive disadvantaged through school licensing of high-quality resources to support disadvantaged students with homework and self-study including Seneca Learning, Sparx Maths, GCSE Pod and Educake.	This strategy has started to be implemented over previous years and has seen student engagement and homework completion improve.	3

<p>Improved rates of engagement with all subject areas and increased aspiration and motivation to achieve improved outcomes and access suitable further education or employment. This will be achieved through a range of high-quality external speakers and visitors to engage our disadvantaged</p>	<p>Feedback from previous year groups has told us that students found these events highly motivating and raised aspirations which is identified in the EEF toolkit as a worthwhile intervention.</p>	<p>6</p>
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students in suitable options for their future.		
<p>Improved reading ages for all disadvantaged KS3 students. Licensing of the Accelerated Reader programme and integration into the school curriculum.</p> <p>Employment of a librarian assistant to enable Library to be open longer and with greater support. Reading and academic language programme embedded and strengthened.</p> <p>Provision of every year 7 student with a copy of a reading book.</p> <p>Provision of class readers across Y7-10</p>	<p>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 (https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/).</p>	3
Targeted one to one and small group tutoring to support learners who are making less than expected progress, particularly as indicated by updated KS3 assessments (£55,000)	<p>One to one tutoring has been demonstrated by the EEF to have a high impact at moderate cost and small group tutoring has been shown to have a moderate impact in student progress for a high cost. Whilst this would normally prove prohibitive the additional granting of catch-up premium gives us increased scope to implement this strategy. (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?searchQuery=one)</p>	8
Engagement of an academic mentor to support student progress in class and in small withdrawal groups. (£5,000)	<p>One to one tutoring has been demonstrated by the EEF to have a high impact at moderate cost and small group tutoring has been shown to have a moderate impact in student progress for a high cost. Whilst this would normally prove prohibitive the additional granting of catch-up premium gives us increased scope to implement this strategy. (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?searchQuery=one)</p>	8
Computer and internet access for all pupils, through systematically contacting parents/carers of those who are not accessing online learning, and providing access to computer rooms every day. (c. £8000)	<p>EEF evidence in favour of homework, with online learning being a key part of that.</p> <p>Learners without access to technology will have a limited learning experience due to lack of opportunities to consolidate learning.</p>	

Stationery provision available in the library. Basic equipment to be available for free, but logged centrally. (c. £1000)	Learners who are not equipped for lessons face immediate barriers. Learning time is also lost when teachers have to distribute equipment in lessons.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £254,000 from PP + £40,000 recovery premium

Activity	Evidence that supports this approach	CN add:
<p>Decrease the number of FTE and repeat FTE for disadvantaged students through information sharing across East Birmingham Network and by working closely with outside agencies.</p> <p>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 including through the establishment of the LSU. (£70,000)</p>	EEF Pupil premium guidance suggests behaviour interventions can add 3+ months to progress.	4

<p>Increased attendance rates for students in receipt of disadvantaged especially those identified as PA.</p> <p>Attendance is a whole school priority with close links to attainment.</p> <p>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.</p> <p>Weekly attendance report to staff.</p> <p>Employment of two CPO to engage the most challenging families and students. (£75,000)</p>	<p>External agencies are better placed when it comes to supporting through legal duties.</p> <p>A whole school approach and accountability has proven more successful when tackling poor attendance.</p>	1
<p>Increase attendance rates for disadvantaged students through support and provision</p> <p>Employment of a school counsellor and two school learning mentors as well as internal restorative support and external mentoring services</p>	<p>Social and emotional challenges can be a limiting factor in attendance as well as attainment.</p> <p>Students have benefited from such interventions in previous years.</p>	1
<p>e.g. The Girls' Network and TFTF (£35,000)</p>		
<p>Improved rates of engagement and aspiration leading to higher rates of progress across KS3/4 for disadvantaged students</p> <p>Fully funded places allocated across all subject areas and curriculum focus to enable students from disadvantaged backgrounds to experience the very best cultural capital and contextual learning experiences. (£40,000)</p>	<p>Disadvantaged student uptake is greater in these areas when fully funded places are allocated supporting families in challenging circumstances.</p>	6

Improved equipment of the Sensory room to support increased attendance of our SEND/EHCP cohort who have had particularly low levels of attendance and high PA during the pandemic. (£4000)	Increased attendance is vital to effective student progression. Attendance is lowest amongst students with EHCP and SEND support needs and has been linked to anxiety around attending school	9
Engagement of extra EWO support to improve student attendance in school and therefore support more effective progress (£30,000)		1
Employment of an extra counsellor and external mentoring/support services as well as improved staff training on mental health first aid to aid student mental health and therefore attendance. (£30,000)	Social and emotional challenges can be a limiting factor in attendance as well as attainment. Students have benefited from such interventions in previous years.	1
Trust wide strategies to support ed-tech improvements with all students and strategic CPD and staff support in this area (£4716)	Ensure that all staff and students are trained and able to use technology to access the curriculum as required either in lockdown or through a blended learning offer.	7
Trust wide strategies to support literacy improvements with all students and strategic CPD and staff support in this area (£4819)	The consistent approach of literacy strategies across the Trust is a key process to support improvements in student reading and understanding. Releasing colleagues to support is a cost-effective way of building capacity.	3
Assistive technology for SEND students in accessing lessons and examinations. (c. £10,000)	SEND students have been disproportionately affected by the coronavirus pandemic and require greater support to close the gap. They have suffered from discontinuity of their TA support and challenges accessing the curriculum which this technology will support.	7

Total budgeted cost: £928,000

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.

Previous PP plans are reviewed on their relevant documentation which can be found on the Ninestiles, an Academy website.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.