

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 2020	Ninestiles	National 2020
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. 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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5. 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 enable OLA to be open longer and with greater support. DEAR and academic language program embedded and strengthened.	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.

	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 of EWO to target students and families most in need of support.	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

	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

7. Review of Impact 2020/21 (Resource/Intended Impact from 2020/21 Strategy Document)		
Resource	Intended Impact	Impact
Every teacher in all subject areas will actively target identified PP students with higher order questioning.	Improved acquisition of knowledge by targeted PP students and greater engagement in active learning processes leading to improved outcomes.	CPD sessions over the year focused on higher-level questioning for deeper thinking. Learning walks, observations, MAR and QA cycles from subject leads and SLT links show consistent targeting via questioning from teaching staff.
All KS3 students to be screened using AR and reading ages used to inform planning, seating plans and texts used in lessons.	Improved rates of progress across KS3/4 for PP students particularly lower ability students and boys eligible for PP.	All staff have access to updated reading ages and seating plans include this information. Learning walks, observations and QA cycles show staff consistently using this data to inform planning and questioning.
Extra support added to key groups of PP students in maths and science through targeted mentoring.	Improved rates of progress across KS4 for PP students particularly lower ability students and boys eligible for PP.	We were unable to secure a Teach First Academic mentor in Maths/Science but were successful for English. The Academic Mentor provided one-to-one and group interventions for disadvantaged students, with a focus on boys, most affected by the Covid-19

		pandemic. Student and staff feedback was overwhelmingly positive.
HLTA trained in phonics programme. Teaching assistants support in class. Literacy programme embedded in whole school approaches including tutor time and DEAR.	Improved reading skills of disadvantaged students, and engagement in reading.	Targeted students received literacy interventions and specialist assessment to improve their reading. Evidence has demonstrated improved reading ages of up to 14 months within the focus groups.
SISRA and Pixl Subscription.	Improve disadvantaged students' attainment across all subjects but in particular in English and Maths.	Staff seating plans identify PP students and subject leads have easy access to PP progress information following data drops. Data managers, teachers and leaders have implemented improvement strategies following data analysis of PP progress.
Revision guides purchased and provided for relevant PP student groups.	Improved rates of progress across KS3/4 for PP students.	Revision guides provided to all PP students in Year 11. Student feedback was overwhelmingly positive and teachers guided students to these in lessons and as part of directed independent learning.
School licensing of high-quality resources to support PP homework and self-study including GCSE Pod, EduCake and Hegarty Maths.	Improved rates of progress for all students across KS3/4, including those who are disadvantaged.	Students answered over 600,000 questions on EduCake, streamed more than 8,000 on GCSE Pod in 2020-21. On Hegarty Maths, Ninestiles students completed 500 questions on average.
A range of high-quality external speakers and visitors to engage our PP students in suitable options for their future.	Improved rates of engagement with all subject areas and increased aspiration and motivation to achieve excellent outcomes and access suitable further education or employment.	External speakers supported virtually in 2020-21, with a total of 113 supporting students across all year groups. This included speakers from colleges and sixth forms for Year 11; 15 providers for Year 10 work experience; 5 universities/colleges for the Year 9 Aim Higher event. Student feedback was positive across these areas.
Improved reading ages for all PP KS3 students.	Licensing of the Accelerated Reader (AR) programme 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.	All staff have access to KS3 students' reading ages and use this data to inform their planning. Interventions as a result of the AR testing saw the average PP student improve their reading age by 10 months. Almost 2,000 books were loaned by students in 2020-21, with the library staff setting up a 'click and deliver' system in response to the pandemic. Academic language programme has been quality assured and feedback from students has also been positive. All Year 7 students were given a free copy of <i>Skellig</i> by David Almond.

<p>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.</p>	<p>Decrease the number of FTE and repeat FTE for PP students.</p>	<p>There was a reduction in the number of FTEs issued to PP students in 2020-21 compared to 2019-20. PP students still represented a disproportionate number of those students receiving FTEs so this will remain an area of focus.</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. Weekly attendance report to staff. Employment of two CPO to engage the most challenging families and students.</p>	<p>Increased attendance rates for students in receipt of PP especially those identified as PA.</p>	<p>Attendance was very challenging with implications from the pandemic however overall figures were consistently in line with national data throughout the year. Persistent Absenteeism was higher than previously recorded but showed improvements with impact from key staff. The success of the interventions is difficult to measure due to the impact of the pandemic.</p>
<p>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).</p>	<p>Increase attendance rates for PP students through support and provision.</p>	<p>PP students across all year groups have accessed the support available from learning mentors and the school counsellor and this has led to an overall improvement in their attendance as well as a reduction in internal truancy in some cases. Examples of areas of support include anxiety, emotional challenges, family difficulties, social interaction difficulties and the impact of the pandemic.</p>
<p>Fully funded places on trips 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.</p>	<p>Improved rates of engagement and aspiration leading to higher rates of progress across KS3/4 for PP students.</p>	<p>PP students accessed trips and events such as the Team ASC (sailing) event and Boundless Outdoors trip, with financial support from the Academy. Student feedback was overwhelmingly positive. Trips were limited in 2020-21 due to the pandemic.</p>