# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements) [premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

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 2023 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**

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| **Detail** | **Data** |
| School name | Ninestiles, An Academy |
| Number of pupils in school | 1500 (as of Nov 2023 allocation) |
| Proportion (%) of pupil premium eligible pupils | 63.1% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2024 |
| Date this statement was published |  |
| Date on which it will be reviewed |  |
| Statement authorised by | Alex Hughes |
| Pupil premium lead | Chris Guerin |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £865,260 |
| Recovery premium funding allocation this academic year | £249,769 |
| 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 | £1,115,029 |

# 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 many of our learners face barriers to accessing their education, and that disadvantaged students are often more likely to face additional challenges. We are committed to ensuring that all learners overcome these barriers to achievement.

Our aims in spending the pupil premium and recovery 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 recovery premium we have sought to directly address those disadvantaged students who have suffered the most lost progress during and after 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 groups 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.

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

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| 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 be less aware of how to fulfil their aspirations**.** |
| 7 | Without support from Ninestiles, many PP students have lower access levels to technology required to support learning and to access the curriculum if absent~~.~~ |
| 8 | SEND students from disadvantaged backgrounds had significantly higher levels of absence and persistent absence that 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.

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| **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. 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 stu- dents, compared to overall school results. The gap is currently -2.42 (41.76 v 44.18) and -0.14(-0.12 v 0.02) respectively. Although these gaps are improved from -6.9 and -0.31 last year, we continue to focus on eliminating them.  Improved attainment of 9-5 grades in Eng/Ma and EBACC subjects. The gap is currently 4.9pp (34.6% v 39.5%) for Eng/Ma and 0.9pp (13.6% v 14.5%) 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 continue to fall. |

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| 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 EEF research has shown that improving reading comprehension can lead to improved outcomes across school. | To be seen in the outcomes of disadvantaged students in Hodder tests.   Results from these tests, and borrowing rates of books from the library, to show improvement from 2022-23. |
| NEET figure continues to be low and disadvantaged students progress on to post- 16 courses at an appropriate level. | To be seen in the outcomes of disadvantaged students. Aspirations targeted throughout schooling, so destinations are appropriate and students aim high. All Gatsby benchmarks to be met. |
| Disadvantaged students are able to fully access the curriculum at all times, with barriers including IT access and lack of equipment to be fully removed. | 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. |

## 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: £370,000

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| **Activity** | **Evidence that supports this approach** | **CN**  **add:** |
| Improved acquisition of knowledge by targeted disadvantaged students and greater engagement in learning, leading to improved outcomes.  Ongoing whole-school CPD and learning walks/book looks to monitor quality of teaching and learning. | 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.  Internal assessments and subject line management to ensure that target groups remain in focus throughout the year, with clear target lists to be identified after data drops. | Ensuring teachers are aware of the relevant data for their classes will allow them to more effectively target teaching. The use of formative assessment strategies has been show (EEF, Dylan Wiliam, etc.) to have a positive impact on outcomes. | 3 |
| Improved reading skills of disadvantaged students, and engagement in reading. Both in lessons and as part of additional interventions. | Students with the lowest reading ages and two years below chronological reading age will be targeted and receive one to one targeted intervention. EEF literacy report provides the research backing for this. | 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-](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/) [summaries/teaching-learning-toolkit/extending-school-time/](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/)). | 2 |

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| Purchase of visualisers to support effective modelling in class (£5000) | 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.  This is subject to a suitable coach being found. (£10000) | 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 classes, to increase quality of lessons. (c.£8000) | 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. |  |

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

Budgeted cost: £370,000

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| **Activity** | **Evidence that supports this approach** | **CN**  **add:** |
| Improved rates of progress across KS4 for disadvantaged students through supply of revision guides purchased for all learners. (£20000) | Positive feedback from students and parents in previous years.  Purchasing for all learners ensures the resources can be used effectively within teaching, rather than being a bolt-on only available to some learners. | 6 |
| Improved rates of progress for all students across KS3/4 through school licensing of high-quality resources to support disadvantaged students with homework and self-study including Seneca Learning (£5000 RP) and Sparx Maths (£2000 PP) | This strategy has started to be implemented over previous years and has seen student engagement and homework completion improve.  EEF shows a positive impact for homework, and Sparx and Seneca allow for individualised tasks to be set and monitored at scale. | 3 |
| 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 learners in suitable options for their future. These will be co-ordinated by our careers lead and subject leads. | 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.  The Gatsby benchmarks for effective CEAIG apply here. | 6 |

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| Improved reading ages for all disadvantaged KS3 students.  Licensing of the Hodder programme and integration into the school curriculum. (£2000)  Employment of a librarian assistant to enable library to be open longer and with greater support. (£30000)  Provision of every year 7 student with a copy of a reading book. (£1000)  Provision of class readers across Y7-10, to further develop a reading culture through the tutor programme. | The EEF literacy report highlights the importance of improving literacy and systematically developing fluency and a love of reading. [(https://educationendowmentfoundation.org.uk/tools/guidance-](https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/) [reports/improving-literacy-in-secondary-schools/](https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/)). | 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 and KS4 PPE exams (£55,000)  This will include reading interventions and KS3 and subject-based P0 and P6 sessions in KS4. | 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-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?searchQuery=one) [evidence/teaching-learning-toolkit?searchQuery=one](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?searchQuery=one)) | 2 |
| Engagement of an academic mentor in maths to support student progress in class and in small withdrawal groups. (£10,000)  This will be subject to a suitable mentor being identified. | 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-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?searchQuery=one) [evidence/teaching-learning-toolkit?searchQuery=one](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?searchQuery=one)) | 2 |
| 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) | EEF evidence in favour of homework, with online learning being a key part of that.  Learners without access to technology will have a limited learning experience due to lack of opportunities to consolidate learning. |  |
| Stationery and calculators provided to all learners free of charge at the start of the year (£18000) | Learners who are not equipped for lessons face immediate barriers. Learning time is also lost when teachers have to distribute equipment in lessons. |  |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £370,000

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| **Activity** | **Evidence that supports this approach** | **CN**  **add:** |
| 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.  Use of revised pastoral structure to support effective behaviour for learning, with behaviour data split by focus groups to enable effective targeting and support.  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. (£50,000)  Developing the Habituation Centre to engage small numbers of our most vulnerable learners with the aim of keeping them in school and eventually reintegrating into mainstream lessons (£50,000) | EEF Pupil premium guidance suggests behaviour interventions can add 3+ months to progress. | 4 |
| Increased attendance rates for students in receipt of disadvantaged especially those identified as PA.  Ensuring attendance is a whole school priority with close links to attainment.  Effective usage of the fast- track legal process in conjunction with local authority.  Weekly attendance report to staff.  Employment of two CPO to engage the most challenging families and students. (£75,000) | 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. | 1 |
| Improved rates of engagement and aspiration leading to higher rates of progress across KS3/4 for disadvantaged students  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) | Disadvantaged student uptake is greater in these areas when fully funded places are allocated supporting families in challenging circumstances. | 6 |
| Engagement of extra EWO support to improve student attendance in school and therefore support more effective progress (£20,000) | Outcomes data shows a clear link between attendance and attainment, with a significant drop in A8 and P8 scores for those with <90% attendance. PP learners have been more likely to have lower attendance, so are disproportionately affected by this. | 1 |
| Employment of two counsellors and external mentoring/support services as well as improved staff training on mental health first aid to aid student mental health and therefore attendance. (£60,000 – one counsellor from PP, one from recovery premium) | 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 |

**Total budgeted cost: £1,100,000**

# 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 2022 to 2023 academic year.

Our statement of intent from our Pupil Premium plan outlines that Ninestiles, an Academy is dedicated to removing barriers to learning and supporting all our students in reaching their full potential. We recognise that many of our learners face barriers to accessing their education, and that disadvantaged students are often more likely to face additional challenges. We are committed to ensuring that all learners overcome these barriers to achievement.

The gap is currently -2.42 (41.76 v 44.18) for A8 and -0.14(-0.12 v 0.02) for P8. Although these gaps are improved from -6.9 and -0.31 last year, we continue to focus on eliminating them.

We used Pupil Premium, Recovery Premium, and NTP funding to remove barriers wherever identifed. This included:

* Providing the ingredients for all KS3 cooking classes.
* Providing laptops and/or internet for any learners identified to be without these (using admin colleagues to phone home for anyone who was not completing online homework after the first month).
* Ordering revision guides for all Year 11 learners for all subjects.
* Offering P0, P6, and holiday interventions for Year 11 learners.
* Providing calculators and basic equipment for all learners.
* Subscribing to Seneca Premium to provide an increased standard of quality homework.
* Offering targeted MyTutor sessions for all learners 2+ years below chronological reading age.
* Employing a literacy coach to work with identified learners in English.
* Employing a counsellor with capacity for regular appointments and drop-ins
* Employing specialist TAs through Connex

In line with the Summit Base Camp offer, access to the equipment and technology needed for a successful education is at much higher rates than it has ever been, although we will continue to monitor and support with this. Homework completion as measured through Sparx and Seneca have increased significantly, with computer rooms also being made available in school to remove barriers to learning.

We will continue to evaluate and use our funding to improve outcomes and the quality of education at Ninestiles.

## 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

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| **Programme** | **Provider** |
| Seneca Premium | Seneca Learning |
| Sparx Maths | Sparx |
| MyTutor 1:1 Tutoring | MyTutor |
| EduCake Science | EduCake |