

Ninestiles, An Academy - Pupil Premium Strategy Statement 2017-2018

1. Summary information					
School	Ninestiles An Academy				
Academic Year	2017-2018	Total PP budget	£615,230	Date of most recent PP Review	November 2018
Total number of pupils	1422	Number of pupils eligible for PP	738	Date for next internal review of this strategy	February 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.38	0.17
Attainment 8 score average	41	53

3. In-school barriers to future attainment (for pupils eligible for PP including high ability)	
A.	The attendance of disadvantaged students is less than that of other students in the school
B.	The outcomes for PP students have fluctuated over the last three years and the in-school attainment and progress gap widened in the last academic year particularly amongst those disadvantaged students in the middle and higher ability bands. Progress measures are significantly below national average.
C.	Disadvantaged students, as well as other students in school, have low levels of reading on entry and do not often undertake wider reading
External barriers	
D.	Limited parental aspirations and support for homework can be deleterious to the ambition of some PP students. A lack of engagement with the school can affect the partnership we share.
E.	Disadvantaged students do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies.
4. Outcomes	
	Monitored by:
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Improved attendance of disadvantaged students, further closing the gap relative to other students in school.
	Attendance of disadvantaged students to improve on 2016-17 attendance of 93.95%, closing the gap to other students so as it is less than 0.5%.

B.	Improved reading skills of disadvantaged students, and engagement in reading.	To be seen in the outcomes of Disadvantaged students, to improve on P8 of -0.38 in 2017. Results from reading tests, and borrowing rates of books from the library to show improvement from 2016-17.
C.	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	To be seen in the outcomes of Disadvantaged students, to improve on A8 of 41 in 2017. Aspirations particularly in year 11, so as 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. NEET figures to reduce to be below national average of students staying in education / employment beyond Easter of their Year 12.
D.	Improve Disadvantaged students attainment across all subjects but in particular, in English and Maths strong pass rate to access level three courses.	To be seen in a reduction of the current gap of 21% between Disadvantaged students achieving grade 5 in both English and Maths in comparison to non-Disadvantaged students

5. Planned expenditure.					
Academic year	£615,230				
The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all			Monitored by: JCMG		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure best impact?	Staff lead	When will you review implementation?
Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Context sheets, seating plans	Disadvantaged students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate first wave intervention. Individualised instruction	Use of data in classrooms will be QA'ed by Leaders; seating plans will be a requirement of lesson observations to observe differentiation for Disadvantaged students.	VP and AP provision. Curriculum Leaders	Half termly.
Disadvantaged students to be more motivated	Assessment and tracking: Data Manager and Data Administrator	Data analysis is timely and in depth, so as staff can be held to account, interventions can put in place and	Analysis of interventions show them to be effective in raising achievement.	VP, AP, ALs and	Calendared progress meetings after data drops

to aim high, and accelerate their progress so as they can attain well.		evaluated to ensure they are effective.		subject Leaders	
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.
Total budgeted cost					£180,250

6. Review of expenditure

ii. Targeted support

Monitored by: AHU / JCMG

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure best impact?	Staff lead	When will you review implementation?
Improved reading skills of disadvantaged students, and engagement in reading.	HLTA and OLA provision with cover supervisor and support after school.	Having a trained phonics leader and literacy improvement teachers working exclusively with groups of students allows them to withdraw targeted students, and thus have a relatively greater impact on the progress of students. The consistency also means that their deployment is more informed.	Disadvantaged students progress gaps across subjects are minimised, and continue to close.	CV, ACLA, BAGA	OLA attendance reports. Termly Reading age improvement data for phonics programme and students withdrawn from MFL.
Improve Disadvantaged students attainment across all subjects but in particular, in English and Maths.	Targeted Disadvantaged students will receive a bespoke provision of Maths and English within tutor time.	This has proved to be effective in the previous years in contributing to Disadvantaged students achievement in English and Maths from the final assessment point until the summer. Small group support for students accelerates their progress, linked to the students' identified misunderstandings and areas for development identified in their mainstream lessons.	Outcomes of students who have had teaching by the Intervention tutor for English and Maths, to be monitored as the year progresses, to evaluate the makeup of the group, and also outcomes of English Language and public exams in the summer. Contribute to Basics attainment gap closing, relative to last year's outcomes.	AP provision, JWIL, JSAH	Calendared progress meetings after data drops

Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	KS3 Enrichment, trips budget	To allow Disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital and Arts participation	No obvious gaps between DS/NDS students in uptake of educational visits as seen on tracker; accelerated progress of DD students across KS3 subjects	VP and ALs	Termly
Improved reading skills of disadvantaged students, and engagement in reading.	Reading enhancement subscription	Disadvantaged students in KS3 typically have lower reading ages than other students, and therefore this strategy will allow them to access the curriculum better.	Reading ages of identified cohorts to show accelerated progress; progress of identified Disadvantaged students across subjects.	CV, teachers and tutors	Termly (September, January, April).
Improved reading skills of disadvantaged students, and engagement in reading.	Reading incentives for pupils – all of year 7 will receive a free reading book	Disadvantaged students typically read less over the holidays, and therefore this strategy allows them material to negate them regressing over the holidays in their reading.	KS3 ALs to not see a particular drop in predictions across subjects; gaps in attitude to learning grades between D/ND students in KS3 to close as the year progresses.	ALs, BAGA	Termly
Improve Disadvantaged students attainment across all subjects but in particular, in English and Maths.	Revision packs	Providing high quality resources for the disadvantaged, the DD English and Maths, give with English their year's best possible provision with gives them the best possible opportunity to succeed in their public exams. Homework, secondary (+5 months)	Baseline attainment gap Deputy Principal, THAP, AP, CA Relative to last year's outcome. Relative to last year's outcome.	JWIL, JSAH	Progress meeting after data collection.
Improved attendance of disadvantaged students, further closing the gap	Attendance officer, Safeguarding AP and Educational Welfare Officers	Attendance gaps exist in all year groups, between DD/NDD students. These closed overall last year, but the positive causation between	Attendance gaps between DS/NDS to close in each year group, relative to the same year group the previous year. Gaps to remain lower than	BLEW, AHEA, TBID	Half termly including attendance focus weeks.

relative to other students in school.		attendance and achievement mean that the work of the attendance team is crucial in closing these gaps.	national. Attendance of Disadvantaged cohorts to improve, relative to the same year group the previous year.		
	Ensure appropriate alternative provision across all year groups to ensure the most vulnerable students stay in education.	Managed moves, repeated exclusions, relationship breakdowns, mental health needs and extreme behavioural circumstances mean that specialist provision is required.	Visits to Alternative providers, multi agency team meetings where appropriate, data collection, feedback from all stakeholders and reintegration meetings where appropriate.	BLEW, MOTO, BMT	
Total budgeted cost					£224,545
iii. Other approaches			Monitored by: JMCG		
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure best impact?	Staff lead	When will you review implementation?
Improved reading skills of disadvantaged students, and engagement in reading.	Librarian	Having a fulltime, specialist librarian will aid targeted reading sessions and promote wider reading across the school.	Reading levels of students to increase, particularly in KS3. Borrowing rates from the library to increase relative to 2016-17, library usage for study skills etc. to be monitored.	ZA, BAGA, ALs	Termly.
Improve Disadvantaged students attainment across all subjects but in particular, in English and Maths.	Praise system and Achievement Leaders	Incentivise Disadvantaged students in both KS3 and KS4 to learn well in lessons, be punctual and model positive behaviour for learning.)	Ensure equal access for Merits and rewards trips. Attitude to Learning grades of Disadvantaged students in KS3 to show improvements.	MOTO, ALs	Termly
Disadvantaged students to be more motivated to aim high, and	Well-being support Mentors	To improve the well-being of DS to enable them to be successful learners and to ensure the	Improvement of DS attendance. Monitor usage of refocus provision and school counselling / mentoring.	AL, mentors, BMT	Half termly

accelerate their progress so as they can attain well.	External visitors / speakers	accessibility of school and the curriculum for all learners.			
Total budgeted cost					£163,469
Previous Academic Year					
iv. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Disadvantaged students, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £227,216	
To improve progress for Disadvantaged students particularly those students with higher prior attainment in Maths and English	Implementation of existing Maths and English FIPs which focus on diminishing the difference for Disadvantaged students and HPA students	<ul style="list-style-type: none"> The average grade for Disadvantaged students in English and maths was a grade 4 comparable with grade C in 2016. Outcomes of DS in year 11 2017 were slightly lower than in 2016 with progress falling to -038 for this cohort of students. The difference between DS and NDS achieving Maths grade 5 for HAP is 16.6 % and English is 16.6 Year 11 PP outperformed NDS in ART and PE and there was minimal difference in the A-C between DS and NDS results in a further 7 subjects. Progress reviews have been put in place for all ML to review DS progress in all year groups with specific raising achievement plans being written. 	Although overall we saw an increase in the overall attainment in Maths, it is clear we need to monitor more closely the Disadvantaged students who achieve a grade 5 in both English and Maths. Targeted tutor intervention will be provided from Jan 2018. FIP's will be scrutinised for specific actions taken for specific Disadvantaged pupils and followed up in progress review meetings.		
To embed academic literacy best practice into teaching and learning as part of existing Key Stage 3	Establishment of whole school academic literacy programme	<ul style="list-style-type: none"> Academic Language scheme has been launched and embedded into daily life within the academy. With fortnightly spelling and definition checks. This has been based on research and ZA has launched in other schools to share best 	We will continue with this initiative and using planners to support learning.		

and 4 curriculum development		practice. Students are exposed to level 2 vocabulary every day across all year groups and have received planners to specifically record this.		
v. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £218,035
To improve attendance of DS students through targeted interventions (Trust Strategy Plan)	Development and implementation of a Trust wide attendance strategy (see Trust Attendance Strategy Plan)	<ul style="list-style-type: none"> PP attendance for the last academic year was 93.95 in comparison to the whole school attendance of 95.01 however NPP attendance was 96.06 A trust attendance review took place and subsequent strategies have been added to the attendance policy 	These strategies have proven to be successful as can be seen in the minimal difference between the attendance figures. We will continue with this approach and further embed the attendance review strategies to improve PP attendance towards the whole school target of 97%.	
To improve reading levels across the school and inculcate a love of reading in our PP students	Development and implementation of Reading Recovery programme	<ul style="list-style-type: none"> All year 7 students receive a free reading book and have reading / stroke library time built into their curriculum. <p>Awaiting Data form CV</p>	As a school we need to test the reading age of all students to target intervention where it is most needed	
vi. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £163,464
To devise and implement a new homework policy (and associated practices) which supports the agendas of both	New homework policy and practices (particularly those which are proven to support the access of DS	<ul style="list-style-type: none"> A homework policy has been devised and is yet to fully implemented. However, we have provided extended opening hours of the school library from 8am till 4pm Monday – Thursday to provide a suitable study area. This area is supervised by two 	We will look to launch a homework policy with monitoring of completion for DS students and build on the good practice that already exists in tracking homework in Maths in KS3. We will continue to provide extended opening hours of	

academic literacy and cultural capital	students) based on best practice nationally	member of support staff to advise and provide homework and study support.	the school library to support students having a learning area. Intervention and after school revision attendance will be monitored to													
To raise aspirations of PP students for post-16 and post-18 education, training and employment opportunities	Extension of existing outstanding provision of IAG and support in future-planning for DS students	<ul style="list-style-type: none"> • 100% of the year 9 DS students attended a University trip. • Targeted yr 11 DS students attend the Skills show at the NEC to inform them of the wide range of pathways available at post 16 including apprenticeships and employment. • Futures Evening was well attended and parental feedback was positive with 89 % of parents agreeing that they were able to find a number of post-16 options that were suitable for their child. • 93% of parents felt they have up-to-date information regarding the future career path for their child • All year 11 students receive one to one interviews and an optional second interview from our careers adviser to prepare them in securing post 16 opportunities. • All Year 11 complete personal statements and complete UCAS progress. This programme has been embedded within our year 11 Aspire programme. <p>Below is the destinations information comparison for DS and NDS</p> <table border="1" data-bbox="685 1251 1283 1390"> <thead> <tr> <th>Dest type</th> <th>NDS</th> <th>DS</th> </tr> </thead> <tbody> <tr> <td>6th form college</td> <td>60.1%</td> <td>30.8%</td> </tr> <tr> <td>Employment</td> <td>0.7%</td> <td>0.0%</td> </tr> <tr> <td>FE College</td> <td>23.6%</td> <td>43.0%</td> </tr> </tbody> </table>	Dest type	NDS	DS	6th form college	60.1%	30.8%	Employment	0.7%	0.0%	FE College	23.6%	43.0%	We will continue with this successful approach.	
Dest type	NDS	DS														
6th form college	60.1%	30.8%														
Employment	0.7%	0.0%														
FE College	23.6%	43.0%														

		NEET	0.7%	0.9%	0.8%		
		Other	0.0%	2.8%	1.2%		
		School 6th form	10.8%	13.1%	11.8%		
		Work-based learning	4.1%	9.3%	6.3%		
		Grand Total	100.0%	100.0%	100.0%		

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.