

# Pupil Premium Strategy Review

## Statement: 2017-18

1. Summary Information					
School	Ninestiles, An Academy				
Academic Year	2017-18	Total PP budget	£615, 230	Date of most recent PP Review	July 2018
Total number of pupils	1422	Number of pupils eligible for PP	738	Date for next internal review of this strategy	February 19

2.Attendance Information				
	Overall Attendance		Persistent Absence	
	Ninestiles	National 2018	Ninestiles	National 2018
Disadvantaged	92.7%	92.2%	22.2%	13.6%
Other	95.5%	94.6%	8.5%	13.6%
Overall	94.1%	94.6%	15.6%	13.6%

3. Outcomes – 2017 Statutory Testing Data					
	Pupils eligible for PP (National)	Pupils not eligible for PP (National)	In school difference	Difference to national other (National)	National average for all pupils
Attainment 8	39.9(49.76)	51.46 (49.76)	11.56	9.86	46.29
Attainment 8 boys	36.0 (43.67)	50.5 (43.67)	14.5	7.67	46.29
Attainment 8 girls	44.3 (49.01)	52.9 (49.01)	7.7	4.71	46.29

<b>Progress 8</b>	-0.4 (0.11)	0.13 (0.11)	0.53	0.51	0.11
<b>Progress 8 boys</b>	-0.60 (-0.24)	0.05	0.65		
<b>Progress 8 girls</b>	-0.15 (0.18)	0.25	0.4		
<b>Basics (En ma 9-5)</b>	22% (49%)	53% (49%)	31%	17%	43%
<b>Basics (En/ma 9-5) boys</b>	21.2%	51.3%	29.9%		
<b>Basics (En/ma 9-5) girls</b>	23.5%	56%	32.5%		
<b>English 9-5</b>	66% (81%)	85% (81%)	19%	15%	75%
<b>Maths 9-5</b>	52% (76%)	77% (76%)	25%	24%	69%
<b>EBACC</b>	-0.45 (0.13)	0.24 (0.13)	0.69		
<b>2 x 9-5 Science</b>	32%	57%	25%	N/A	N/A

<b>4. Review of Impact 2017/18 (Resource/Intended Impact lifted from 2017/18 plan)</b>		
<b>Resource</b>	<b>Intended Impact</b>	<b>Impact</b>
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 evaluated to ensure they are effective.	Staff awareness of data was increased but limited impact on overall attainment was evidenced through this strategy.
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.	PiXL strategies were implemented significantly as the year progressed. There is evidence of increased engagement with these strategies. SISRA subscription and training developed middle leader capacity to analyse data and implement interventions.
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.	Reading ages have been demonstrated to increase where students are actively present in the sessions planned.

Targeted Disadvantaged students will receive a bespoke provision of Maths and English within tutor time.	Improve Disadvantaged students attainment across all subjects but in particular, in English and Maths.	Limited impact, disadvantaged students did not show sustained improvements in these areas and the gap remains significant.
Attendance officer, Safeguarding AP and Educational Welfare Officers	Improved attendance of disadvantaged students, further closing the gap	Attendance improved significantly in the later terms of the year and PA showed a significant drop with more targeted support from Term 2 onwards.
Provision of high quality, effectively QA alternative provision where necessary	Support all disadvantaged students to stay in effective education.	AP is well quality assured across the EBN and the places provide significant support to a range of PP students.
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.	Demonstrable impact on student reading ages and literacy levels where they completed programs successfully. Much student engagement was punctuated by absence and so hindered progress.

## 5. Barriers to Future Attainment (for pupils eligible for PP including high ability)

### In-school Barriers

- |           |  |
|-----------|--|
| <b>A.</b> | The attendance of disadvantaged students is less than that of other students in the school   |
| <b>B.</b> | Outcomes for higher ability PP students remain significantly below their peers. Only 3% of PP students achieved 9-7 grades in Basics against 14% non PP. |
| <b>C.</b> | Reading ages for PP students on entry are below non PP.  |

### External Barriers

- |           |  |
|-----------|--|
| <b>D.</b> | Parental engagement for PP students is lower than non PP.<br>Lower aspirations may be present in PP students or they may be less aware of how to fulfil their aspirations. |
|-----------|--|

<b>6. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</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.
<b>B.</b>	Improved attainment of the highest grades for PP students in English and Maths. Overall increase in PP outcomes at grade 5 and above.	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%
<b>C.</b>	Reading age gaps decreased between PP students and non-PP. Students below chronological reading age on entry undergo rapid progression to catch up and then continue development in line with age. On entry the reading gap for PP (10 years 2m) to Non PP (11 years 9m) is 1 year and 7 months.	To be seen in the outcomes of Disadvantaged students, to improve on P8 of -0.40 in 2018. Results from reading tests, and borrowing rates of books from the library to show improvement from 2018-19
<b>D.</b>	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 39.99 in 2018. Aspirations throughout schooling, so 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

## 6. Planned expenditure

Academic Year      2018/19

### 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?
Disadvantaged students to be actively considered and supports in all classroom contexts.	Seating plans, targeted support and questioning. Differentiated lesson planning and resourcing. Live marking of PP students books. First attention to disadvantaged students in lesson. Improved DIRT response.	Targeted intervention has been demonstrated to support pp students in improving outcomes.	Regular staff training and development. Literacy focused support. Middle leader review of impact of actions and follow up with staff members.	All SLT	Ongoing, learning walks, departmental QA, observations.

Improved reading skills of disadvantaged students, and engagement in reading.	HLTA employed and used to implement a catch-up reading program.	Much evidence focuses on the impact of low reading age on disadvantaged outcomes. Our intake has a significant gap on entry between disadvantaged and non-disadvantaged reading ages.	HLTA to lead implementation of reading program with SLT oversight. Students to be targeted on phased program dependent on need.	MCON, ZA	Half-termly for all students involved in the reading program
Improved rates of progress for KS3 students through greater out of school learning provision.	Homework strategy implemented through doddle home learning system.	EEF indicates that homework adds 5+ months to progress and metacognition/self-reflection can add 7+.	Subject leads to monitor setting and completion of homework, class teacher to evaluate impact on key students.	KO/Subject Leads.	Ongoing
<b>Total Budget Cost:</b>					£250 889
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
Disadvantaged students may suffer disproportionately from unstable background and lack of access to specialist support.	In house learning mentors, student welfare and counselling services.	Remove barriers to learning that may exist for students with unstable backgrounds or school based anxieties.	Consistent approach to triage and support of disadvantaged students. Monitor impact of work completed by learning mentors, counsellors and student welfare.	Inclusion team	Termly
<b>Total Budget Cost:</b>					£136, 444

**ii) Targeted Support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Disadvantaged pupil attendance to reach 95%.	Increased attendance team by appointment of Assistant Attendance Officer and data controller. Increased EWO capacity with 3 days p/w of dedicated support.	Previous EWO work has shown impact on attendance and PA figures. Increased capacity in team allows closer tracking and monitoring of patterns of absence and intervention where necessary.	SLT line management and regular review. Strategy for tackling includes mini-attendance blitz, head of year and house involvement through focus target groups.	MOTO	Half-termly

Disadvantaged students to significantly increase outcomes in EBACC subjects to close gap with non-disadvantaged peers	Supply of revision guides in core and Ebacc subjects to all disadvantaged students at the start of the school year	Disadvantaged students are less likely to have access to high quality resources and appropriate study aids.  Evidence from last year shows that in subjects where revision guides were requested and purchased the student outcomes improved although too late to be significant.	Middle leaders to ensure that all PP students receive revision guides. Follow up by ensuring that revision guides form part of the lesson and homework on a regular basis.	All middle leaders	At key data entry points such as PPE
---	--	---	--	--------------------	--------------------------------------

Disadvantaged students improve maths attainment to diminish the gap at 9-5 grades and 9-7.	Hegarty maths subscription and implementation.	Outcomes from last year show that students who actively engaged with Hegarty maths made significantly more progress over the year than those that did not.	All students across all year groups to have Hegarty maths log-ins and to ensure that they are actively used. Teachers to track and prioritise the completion of Hegarty Maths by disadvantaged students.	CGUE and maths team	Throughout the year by Hegarty software
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.	ACLA, MCON, BAGA	OLA attendance reports. Termly  Reading age improvement data for phonics programme and students withdrawn from MFL.
<b>Total budgeted cost</b>					£106 750
<b>iii) Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Increased engagement with school and cultural capital.	Heavily subsidised and prioritised access to aspirational trips and events such as STEM activities, MfL trips, sporting events, theatre trips, historical visits.	Literature around cultural capital, aspiration and the effect of this engagement on students. Supporting attendance and behaviour through reward element of trips.	Middle leaders to bid for funding to support trips in their area. All trips to guarantee a percentage of places will be occupied by PP students and will be subsidised by disadvantaged budget.	AHU and middle leaders	Ongoing through student voice following events.
Students with particularly challenging needs or difficulty accessing the regular curriculum are given tailored alternative provision.	Alternative provision in QA and monitored sites.	Students with difficulty accessing the curriculum often manifest through poor behaviour, low attendance and lack of engagement. Tailored provision is an approach that tackles all of these facets of underperformance.	MOTO and team to ensure that all establishments are QA and that the students are in a suitable learning environment. Regular reports on attendance and attainment to be sought and monitored.	MOTO	Half-termly as reports on progress and attendance are received.
Disadvantaged students often present changing needs across the year and will need support with a range of issues.	Fund available to purchase for example – revision guides, bus passes, uniform, trips and other support materials	Ongoing needs of disadvantaged students accessing school and the curriculum.	Led by VP with responsibility for this particular budget. To be used to support disadvantaged students as necessary.	AHU	Ongoing review of costs with finance managers, ensure spent on needs arising.
<b>Total budgeted cost</b>					£176 759