

Ninestiles - Pupil Premium Strategy Statement

1. Summary information					
School	Ninestiles School, An Academy				
Academic Year	2016/17	Total PP budget	£608,685	Date of most recent PP Review	Feb 2017
Total number of pupils	1396	Number of pupils eligible for PP	704	Date for next internal review of this strategy	April 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A*-C incl. EM (2015-2016 only)	44.9	Not reported
% achieving expected progress in English / Maths (2015-16 only)	71.2/50.0	Not reported
Progress 8 score average	-0.30	0.10
Attainment 8 score average	44.5	53.3

3. In-school barriers to future attainment (for pupils eligible for PP including high ability)	
A.	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. Whilst attainment measures for disadvantaged students are close to national average, progress measures are significantly below national average.
B.	PP students are under-represented in higher ability groupings across the curriculum.
C.	Teacher recruitment - Ninestiles enjoys a strong reputation amongst the education community and therefore we perhaps enjoy a higher level of quality recruitment and retention than neighbouring schools. However, recruitment has been more difficult in recent years. The recruitment of suitably qualified and experienced Maths, Science and English teachers has not been easy. We have a number of non-specialists teaching in core areas.
External barriers	
D.	Lack of cultural literacy and academic language – many PP students have limited cultural experience and often do not travel outside of the local area. In addition, a lack of formal language and specifically academic words and phrases hampers access to higher grades.
E.	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.
F.	PP students tend to have lower attendance than non-PP students and some experience issues likely to impact on their social and emotional well-being

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve progress for PP students particularly those students with higher prior attainment in Maths and English	<ul style="list-style-type: none"> Progress measures for PP students in English and Maths are at, or exceed, national expectation Attainment measures for PP students are closer to non-PP measures than in previous years
B.	To improve reading levels across the school and inculcate a love of reading in our PP students	<ul style="list-style-type: none"> Reading data demonstrates a significant difference in attitudes and RA outcomes for PP students There is evidence of rapid progress for those students with a RA of < 10 years on entry
C.	To embed academic literacy best practice into teaching and learning as part of existing Key Stage 3 and 4 curriculum development	<ul style="list-style-type: none"> PP students use academic vocabulary often, across the curriculum and with confidence Higher order questions are answered formally and with appropriate vocabulary and thus access higher marks See formal performance measures above in Section A
D.	To devise and implement a new homework policy (and associated practices) which supports the agendas of both academic literacy and cultural capital	<ul style="list-style-type: none"> The services of the OLA are accessed by PP students to support homework and out-of-hours learning The OLA supports the academic literacy programme effectively
E.	To improve attendance of PP students through targeted interventions (Trust Strategy Plan)	<ul style="list-style-type: none"> Average attendance for PP students is close to the Trust's agreed target of 97%. There is little or no persistent absence amongst PP students.
F.	To raise aspirations of PP students for post-16 and post-18 education, training and employment opportunities	<ul style="list-style-type: none"> Broad programme of IAG events in place for Years 9-11 (Futures' Evening, UCAS support, university trips etc) PP students receive effective, personalised advice and guidance to support appropriate post-16 applications Destination data demonstrates PP students are making appropriate and life-enhancing decisions about their future education, employment and training.

5. Planned expenditure.

Academic year	2016/17				
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					
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?
To improve progress for PP students particularly those	Implementation of existing Maths and English FIPs which	<ul style="list-style-type: none"> Supports whole school improvement priorities 	<ul style="list-style-type: none"> Trust monitoring at CEO level Close and supportive working 	VCRE, JSAH, JWI, GFE	March 2017

students with higher prior attainment in Maths and English	focus on diminishing the difference for PP students and HPA students	<ul style="list-style-type: none"> • An integrated approach which enables leaders and teachers to focus on PP and PP/HPA students • Valuable pedagogical methods improve teaching and learning for PP students (and non-PP) • Effective dissemination of best practice model by individual teachers whose data demonstrates better outcomes for identified groups 	<p>practices amongst the team of Heads of Maths.</p> <ul style="list-style-type: none"> • Financial support for development of Maths Hub 		
To embed academic literacy best practice into teaching and learning as part of existing Key Stage 3 and 4 curriculum development	Establishment of whole school academic literacy programme	<ul style="list-style-type: none"> • Ninestiles is a pilot school in an EEF project, supported by academic professionals from HEIs 	<ul style="list-style-type: none"> • Strong expert leadership (ZA CP) • Support from EEF programme and HEI experts • Rigorous quality assurance both internal and external resulting for being part of pilot programme 	ZA	June 2017
Total budgeted cost					£227,216

ii. Targeted support					
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?
To improve attendance of PP 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"> • Response to a Trust- wide independent attendance review by Linda Rundle and IAB • Recommendations made on basis of best-practice nationally 	<ul style="list-style-type: none"> • Additional leadership capacity • Training for all parties involved in the plan • External support when required • QA calendar 	KH, TB	February 2017 July 2017
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"> • Demonstrable need for this intervention • Strong performance nationally in improving reading ages swiftly • Impact evident in research and in improved outcomes in other Trust schools 	<ul style="list-style-type: none"> • Effective leadership • Training for all teachers and TAs involved • Whole school approach supported by tutors and teachers • QA calendar 	ZA, CV	April 2017 July 2017
Total budgeted cost					£218,035
iii. Other approaches					
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?
To devise and implement a new homework policy (and associated practices) which supports the agendas of both academic literacy and cultural capital	New homework policy and practices (particularly those which are proven to support the access of PP students) based on best practice nationally	<ul style="list-style-type: none"> • Parental feedback demonstrates a desire to see more rigorous and challenging out-of-hours learning • Research on the topic of efficacy of homework is mixed for younger age groups but does show a benefit for students at Key Stage 4 and particularly those identified as PP • Recent work with GCSE English and Maths apps have indicated 	<ul style="list-style-type: none"> • Whole school implementation plan closely led and managed at Executive level • Strong and efficient support from E-Learning Team 	VCRE, BAL, ALS	September 2017

		<p>improvements in understanding and recall and students have expressed a desire to integrate more online methods for out-of-hours learning</p> <ul style="list-style-type: none"> • New OLA resource demands revised usage policy.+ 			
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 PP students	<ul style="list-style-type: none"> • Raising aspirations has proven impact on pathway progression and as a result the higher outcomes that are demanded are more likely to be met • In keeping with the government's emphasis and their best-practice documentation • Our approach thus far has given us strong destination data for PP students and an extension will only enhance their provision and outcomes 	<ul style="list-style-type: none"> • Highly experienced Work-Related Learning Co-ordinator retained part-time with additional leadership and administrative support to complement • QA calendar – comprehensive QA process undertaken for each element of the programme 	JMC, JT, NSUT	May 2017 August 2017
Total budgeted cost					£163,434

6. Review of expenditure				
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 PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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

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

7. Additional detail
<ul style="list-style-type: none"> In this section you can annex or refer to additional information which you have used to inform the statement above.