



Dinnington High School Make a Fuss (Pupil Premium) Strategy Statement 2022-2023

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our Make a Fuss (pupil premium) strategy, how we intend to spend the funding in this academic year and the impact that last year’s spending of Make a Fuss premium had within our school.

We avoid using the terms Disadvantaged Students or Pupil Premium because of the negative connotations. In our school, we call pupils who are eligible for this funding stream, our Make a Fuss (MaF) students. We also recognise, that we have many students whose families just miss out on being eligible for free school meals and are living in poverty, so the work we do must benefit students over a broader spectrum.

More detailed plans to support our Make a Fuss students sit within our overarching School Improvement Plan. In all our work, we have the intent of ‘Make a Fuss’ first, thus ensuring that addressing the needs of our MaF students’ is front and centre in our strategic planning and underpins all our development work.

School overview

Detail	Data
School name	Dinnington High School
Number of students in school	856 (Y7 -11)
Proportion (%) of Make a Fuss premium eligible students	31% (Y7 – 11)
Academic year/years that our current Make a Fuss (pupil premium) strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 31 2022
Date on which it will be reviewed	August 2023
Statement authorised by	R Staples (Principal)
Make a Fuss lead	T Noone (Assistant Principal)
Governor/Trustee lead	Frank McShane



Funding overview

Detail	Amount
Make a Fuss funding allocation this academic year	£ 257,677
Recovery premium funding allocation this academic year	£76415 (incl 16-19 tutoring grant)
Make a Fuss premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Make a Fuss strategy plan Statement of intent for 2021-2024

At Dinnington High School we are committed to improving the life chances and choices of our young people. Our intention is that all students, irrespective of their background or the challenges they face, will make good progress and are able to progress onto their chosen next steps.

The focus of our strategy is to support our Make a Fuss students to achieve these goals. We strive to understand the challenges that our students face and our strategy is based on removing the barriers to learning and engagement that our students encounter. This strategy is based largely on the EEF research tool kit, prioritising the most impactful strands.

We believe that assessment of need and not assumption by 'label' is crucial to addressing the disadvantaged gap at Dinnington. There are often complex factors which prevent our most vulnerable students from accessing learning. Through the removal of critical barriers such as low literacy levels and by developing 'belonging' through enrichment and targeted support, we seek to improve wellbeing, attendance and therefore consistent access to the curriculum.

Crucially, barriers to learning for many pupils have been exacerbated by the Coronavirus pandemic, but especially for our more disadvantaged students. We also accept that many children who do not qualify for the Pupil Premium or Recovery Premium funding, are vulnerable. It with this in mind that we will allocate resources and funding.

High quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support (literacy, tier 3 language, impactful feedback and a broad, knowledge-rich curriculum). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be



sustained and improved alongside progress for their disadvantaged peers. That being said, we will ensure the Make a Fuss students are considered and supported first.

Our approach is responsive to common challenges *and* individual needs. Data and other information sources are used to identify areas and cohorts that need support and whose successes are to be celebrated. The approaches we have adopted complement each other well and are chosen to help students reach their true potential.

To ensure they are effective we will:

- Ensure we have the highest expectations in terms of attainment, attitudes and behaviours, and destinations for our MaF students.
- Adopt a whole-school approach in which all staff take responsibility for MaF students' and ensure they are considered first.
- Act early to intervene at the point need is identified
- We will allocate funding using research-based approaches (as an example, EEF tiers) and through carefully selected high quality teaching, targeted academic support and wider approaches based on diagnostic assessment of need.

Challenges

This details the key challenges to achievement that we have identified among our Make a Fuss students.

Challenge number	Detail of challenge
1	<p>Attendance and persistent absence:</p> <p>Attendance data over the last couple of years indicates that absence among MaF students has been higher than their non MaF peers.</p> <p>Our goal is to improve this attendance and reduce the gap between MaF and their peers, subject to the on-going challenges presented by illnesses (including COVID) and the perceived lack of urgency to be in school <i>post</i> COVID (as detailed in the Sutton Trust Report, October 2022)</p> <p>Our MaF students are also over-represented in persistent absence figures.</p> <p>We know that lockdown and coronavirus has significantly impacted the attendance of all groups and the disadvantaged absence gap remains too large. Poor attendance is often the symptom of other barriers and we must continue to address literacy, mental-health & trauma, and belonging effectively to be able to impact on attendance and in turn, outcomes. This is a relentless task and we are wholeheartedly dedicated to improving this key area.</p>



2	<p>Improving achievement and attainment (this is inextricably linked to attendance):</p> <p>Moving forward from here to 2024/2025 we will increase the P8 contribution from MaF students, across all buckets, but especially in English and mathematics.</p> <p>This will lead to increased average attainment 8 grades, and an improved percentage of MaF students attaining 4+, 5+, and 7+ in English and mathematics.</p> <p>Although, we are ambitious for our MaF students and will continually evaluate staffing; groupings and the curriculum offer, the challenge that we face is the attainment on entry to Y7. This indicates that disadvantaged students scored significantly lower than their non-disadvantaged peers in terms of age-related expectations in CATS testing. Currently, of 191 students in Y7, 71 are below standard expectations and 33 of these are MaF students (46%). This trend continues through school.</p>
3	<p>Literacy:</p> <p>Assessments, observations and discussions with our students indicate that MaF students generally have lower levels of vocabulary and reading comprehension and are less able to confidently and clearly articulate knowledge, ideas and opinions than their peers. This impacts their progress across the curriculum and potentially on motivation and self-esteem over time.</p> <p>Through the effective implementation of the school's literacy strategy (which includes:), we will improve reading age data from Y7 into Y8, improved reading ages in tests undertaken in Y7 to Y11 and therefore improve outcomes at KS4.</p>
4	<p>Improve the emotional self-regulation and resilience skills of our MaF students:</p> <p>Some MaF students at DHS do not demonstrate the school's expectations as consistently as other students – they contribute significantly more to the C3, suspensions and exclusion data. The lack of self-regulation strategies is also reflected in a lack of confidence to learn independently. Research from Sheffield Hallam University locally into areas of high levels of childhood trauma (Dinnington catchment) alongside National research into student mental health decline since 2017, which has accelerated post COVID makes this an area of greater need than previously.</p> <p>We aim to reduce this gap by intervening with impactful and timely interventions to support MaF students, thus improving resilience and emotional literacy.</p>
5	<p>Improve the cultural capital of MaF students:</p> <p>During lockdown most enrichment activities stopped. This has widened gaps to access for MaF students.</p> <p>Our discussions/observations have identified that some MaF students lack background knowledge of the world around them – this can impede progress in a number of subject areas, as well as leading to less clarity about career goals and how to achieve them, compared to some non MaF students. It is not that they are less ambitious but what they believe is possible is limited, due to their life experience to date. We also need to ensure that all students are equipped with the knowledge and cultural capital needed to succeed in life.</p>



	<p>Enrichment within the curriculum and beyond (such as trips) can build essential relationships, confidence, vocabulary and cultural capital that all (but especially MaF students) need to flourish.</p> <p>Enrichment also helps to foster a strong sense of belonging for students.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><u>Challenge 1</u> Improved attendance rates and lower persistent absence for our MaF students:</p>	<p>Sustained improved attendance demonstrated in data over time by:</p> <p>Closing the gap between MaF and their peers' percentage attendance.</p> <p>Closing the gap between MaF and other students contributing to PA – and fewer MaF students involved in PA figures generally.</p>
<p><u>Challenge 2</u> Improved achievement and attainment for MaF students at KS4, thus closing the gap between MaF and their peers.</p>	<p>Lesson visits and book looks will show in the vast majority of lessons MaF students experience the impact of EEF feedback and support strategies, demonstrating progress over time.</p> <p>Data meetings will focus on MaF students first across all subjects with support and interventions demonstrating impact over time.</p> <p>On-going improvements to our Assessment Policy to have more impact on student progress, positively impacting MaF.</p> <p>This will positively impact P8, as well as mean attainment grades and the percentage of standard and strong passes all increasing in MaF students.</p>



<p><u>Challenge 2</u> Improved achievement and attainment in facilitating EBacc subjects ensuring a breadth of curriculum, taking account of gaps from primary school and impeded parental support</p>	<p>Continued work on the further improvements to the KS3 curriculum to increase time for all optional EBacc and Foundation National Curriculum subjects to ensure sufficient time for students to access a broad and aspirational curriculum with time to secure knowledge and understanding and make informed choices for KS4 options.</p>
<p><u>Challenge 3</u> Improved reading comprehension among MaF students across KS3.</p>	<p>Through the effective implementation of the school's reading strategy there will be improved reading age data from Y7 into Y8, improved reading ages in tests undertaken in Y7 to Y11 and improved reading grades in data collections in KS4. Teachers and leaders should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p><u>Challenge 4</u> Improvement in resilience and emotional self-regulation</p>	<p>Pastoral leaders will have a consistent approach to identifying students who have barriers to good behaviour and address the needs/issues appropriately. This will lead to a reduction in the number and percentage contribution of Make a Fuss students to the C3, suspension and permanent exclusions</p>
<p><u>Challenge 5</u> Wide range of personal development opportunities to broaden experience, to experience success and participation</p>	<p>Range of extracurricular clubs, trips, visits, fundraising, and leadership opportunities available, where uptake of MaF students is at least in line with the representation in the school cohort by identifying barriers to their involvement and implementing strategies to overcome them.</p>
<p><u>Challenge 5</u> Develop character, and explore a range of areas of potential talent and interest to increase a sense of purpose and motivation.</p>	<p>Participation in all of the above analysed to ensure the sustained participation by MaF students as far as possible.</p> <p>Continue to be responsive to school context in terms of form time and assembly programme, including Votes for Schools.</p>
<p><u>Challenge 5</u> Improved cultural capital and enrichment to enhance student experience including breadth of knowledge and experience to improve access to Russell Group universities, over a wider geographical area</p>	<p>Every opportunity taken to enhance cultural capital opportunities within the curriculum, particularly history, geography and art.</p> <p>Increased extracurricular opportunities, including appropriate trips and external experiences with significant subsidy for MaF students.</p>



<p>Challenge 5 Raising aspirations / careers and progression</p>	<p>Through the prioritised and targeted support, from the careers and aspirations team, the number of NEETs will reduce and the percentage contribution from Make a Fuss students will reduce.</p> <p>The number of MaF students progressing into sixth form or more aspirational apprenticeships/college courses will increase, and more will progress into higher education/higher level apprenticeships from sixth form.</p> <p>Attitudes towards education from student and parents' surveys will demonstrate an improved attitude to education and schooling.</p>
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Activity in this academic year 2022 - 23

This details how we intend to spend our MaF pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to maximise time for collaborative planning and practice, to further develop our curriculum in terms of intent and implementation, as well as improvements to QFT using Walkthrus approach to CPD	EEF Quality First Teaching EEF Metacognition Rosenshine Principles	1,2,3
Purchase & use of Steplab to support bespoke instructional coaching of staff, thus improving teaching and learning	EEF Quality First Teaching	1,2,3



Continue to improve & fully implement feedback to students through an improved whole-school approach, linked to appraisal	EEF Feedback EEF Performance pay	1,2,3
On-going training on all aspects of T&L within Thursday briefings	EEF Quality First Teaching	1,2,3
On-going training to understand and meet needs of SEND students (includes proportion of MaF students), linked to appraisal	EEF Quality First Teaching	1,2,3,4
Continuing metacognition and self-regulation approaches used as part of our Walkthrus improvements	EEF Mentoring EEF Metacognition and self-regulation	1,2,3,4
Retention of key staff to continue to improve student interest and experiences	EEF Quality First Teaching	1,2
Use of MaF First approaches to ensuring MaF students remain in key focus, including using data to inform planning	EEF Quality First Teaching	1,2,3,4
Continue improvements to the curriculum from KS3 to KS5 to ensure sequencing and content will meet the needs of all students, inspire students, and enable them to progress at an appropriate pace taking account of the impact of the pandemic and other contextual factors.	EEF Quality First Teaching EEF Mastery Learning	1,2,3,4,5



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

Budgeted cost: TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Hegarty Maths short term to provide a means of individualised instruction, moving to a new programme following a review of available options, and introducing Timetable Rockstars	EEF Individualised Instruction	1,2
Mentoring of Y11 students to address needs & support progress to next steps. Mentoring of identified students in other year groups by Learning & Behaviour Mentor and other identified Achieve & Engage staff Provision of revision guides for core & EBacc	EEF Mentoring	1,2,3,4
Peer tutoring/support from post-16 students for identified students in lower school	EEF Peer tutoring	1, 2,4
Use of additional literacy assessment programme to assess reading	EEF Reading Comprehension	1,2,3,4



Use of phonics/Lexonik to support those with lowest levels of literacy	EEF phonics	1,2,3,4
Use of IT based literacy and numeracy programmes for identified students.	EEF phonics EEF Reading Comprehension EEF Individualised Instruction	
Use of Accelerated Reader in Y7, quick reads in all year groups in English, form time reading daily and increased subject reading opportunities as part of the whole school reading strategy	EEF Reading Comprehension EEF Oral Language Interventions	1,2,3,4
Use of LUCID Exact for access arrangements	EEF Reading Comprehension	1,2,3,4
Small group tuition for Y11 English and Maths in options time Additional period of Y9 maths to support Covid recovery Small group tuition in KS3 for students with different learning needs	EEF Small Group Tuition	1,2,3,4
Additional time for EBacc subjects in Y9 & 10 for students who are behind following Covid lockdowns	EEF Quality First Teaching	1,2,3



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

Budgeted cost: TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extend contract of employment of our additional member of staff in Welfare and Inclusion Team to work with students with extreme attendance/behaviour needs	EEF one-to-one tuition EEF Parental Engagement	1,2,3,4
Provision of an SEMH SEN Inclusion base for identified students to provide intense support (Falcon) (almost all MAF students)	EEF Small Group Tuition EEF Social and Emotional Learning EEF Teaching Assistant Interventions	1,2,3,4,5
Increased social, emotional and mental health support for students by trained ELSAs and an additional day from school councillor with increased support from With Me In Mind	EEF Social and Emotional Learning	1,2,3,4,5
Increased social, emotional and mental health support for students by trained trauma informed practitioner(s)	EEF Social and Emotional Learning	1,2,3,4,5
Overhaul of the Personal Development and Form Time programme to ensure needs and challenges faced by students are appropriately addressed and discussed	EEF Social and Emotional Learning	1,2,3,4,5



<p>Purchase of GRIDMAKER to map PD across the school to ensure students not only have their full entitlement but also know where and how</p>	<p>EEF Social and Emotional Learning</p>	<p>1,2,3,4,5</p>
<p>Training of #SafeToBeMe Leaders for students to provide peer-to-peer support covering mental health and well-being as well as antibullying, kickstarted by newly trained Mental Health Lead.</p>	<p>EEF Social and Emotional Learning EEF Mentoring</p>	<p>1,2,4</p>
<p>Training of more staff on identifying, understanding and supporting students with mental health, social, emotional and behaviour issues using With Me In Mind, as well as internal expertise in Thursday briefings.</p>	<p>EEF Social and Emotional Learning</p>	<p>1,2,4</p>
<p>Continuation of Unifrog licence to provide a platform to help address student aspirations, track their progress towards post16 and beyond, linked to employment of an independent careers advisor Two additional careers co-ordinators to work with the careers lead to ensure we offer a wide range of opportunities</p>	<p>Gatsby Benchmarks</p>	<p>1,2,4,5</p>
<p>Continue to work with HEPP to raise aspirations, motivation & purpose Continue to extend students' experience of work/work places and</p>	<p>Gatsby Benchmarks</p>	<p>1,2,4,5</p>



hear from motivational alumni		
Ensuring family poverty is not a barrier to participation, for example: trip contributions, uniform contributions, kit contributions, additional food etc.		1,2,3,4,5
Appointment of student support officer to add capacity to attendance, achieve and safeguarding team to work with key students and families with regards to persistent absence and engagement in learning.	EEF Parental Engagement	1,2,3,4,5
National Breakfast Programme	EEF Social and Emotional Learning	1,2,3,4,5
ESLT Secondment – with MaF focus	EEF Social and Emotional Learning	1,2,3,4,5
Motivational speaker David Hyner (Y10 and Y11) Relationship-based approach to behaviour trainer (Mark Finnis) to train staff	EEF Social and Emotional Learning	1,2,4,5



Purchase of class charts and provision map to allow us to intervene more quickly because of ease of access to key data	EEF Quality First Teaching EEF Social and Emotional Learning	1,2,3,4
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Total budgeted cost: £ TBC

Draft One



Part B: Review of outcomes in the previous academic year (2021 – 2022)

MaF premium strategy outcomes

This details the impact that our MaF premium activity had on students in the 2021 to 2022 academic year.

We have analysed the performance of our school’s MaF pupils during the 2021/22 academic year using KS4 performance data and our own internal assessments.

The DfE has strongly discouraged comparison of a school’s 2022 performance data with results in previous years. The impact of COVID makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022 with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

That said, we have compared our results to national figures to help gauge the performance of our disadvantage students (although this should be considered with caution, given the caveats stated above).

For P8 the national average scores for disadvantaged pupils was -0.55.

For 2022, the P8 score for DHS disadvantaged students was: -0.97 (-0.77) with SEMH base students removed)

The national A8 score for disadvantaged pupils in 2021/22 was 37.5

The A8 score for DHS disadvantaged students was: 30.11 (32.79 with SEMH base students removed)

Critically however, when our MaF students have strong attendance they significantly outperform students in comparison to national figures:

Attendance % of MaF	P8 DHS	National P8 for disadvantaged	A8 DHS	National A8 or disadvantaged
90 – 95%	-0.16	-0.55	42.43	37.5
95% or higher	+0.18		45.39	

Attendance

Absence among MaF pupils was 9.82% higher than their peers in 2021/22. DHS prides itself on being an inclusive school and this does impact on our attendance figures – if we remove outliers who have 10% or less attendance (essentially school refusers for a variety of serious reasons), as well as removing the impact of our SEMH base, our MaF attendance rises from 81.97% to 87.5%, thus closing the gap to 4.29%.

We do however recognise that the gap remains too wide, which is why raising the attendance of our MaF pupils is a central focus of our current plan – including adding



capacity into the team and further strengthening structures already in place to ensure the whole staff team are working together more effectively.

Emotional self-regulation and resilience skills (wellbeing)

We utilised funding to secure additional staffing to support the challenges around student wellbeing and mental health. Interventions and student voice showed that although those receiving support were positively impacted (e.g. increased attendance, approach to learning and behaviour), numbers needing additional and specialist support remain significantly higher than before the pandemic. The impact on MaF pupils has been particularly acute. We aim to continue our focus on supporting student wellbeing further in 2022-23.

Summary

The impact of lockdowns due to the pandemic and the effect longer term on MaF students has been significant. Specifically, the disruption to behaviour routines and inconsistent boundaries that many of our MaF students have experienced, as well as a perceived lack of importance in *physically* attending school.

Although, in many ways, we are now living with COVID and are “moving beyond” the pandemic – the difficulties in re-establishing our expectations and routines goes on.

We are a morally driven and supportive school and we recognise that our community needs us now more than ever.

Although we are working harder, especially with our MaF students, there are difficulties in making sustained progress - often exacerbated by a lack of funding in general, as well as the lack of external agency support, due to being overwhelmed.

We seek not to make excuses but to provide context.

We feel that many more of our families are vulnerable – those living in poverty but who are not entitled to the pupil premium, our SEND students (in particular SEND support), those experiencing or struggling with emotional and/or mental health problems and other vulnerable children, such as those on child protection plans, child in need plans, early help plans, looked after children, young carers or those working with the youth offending service.

As a result, although our MaF strategy is designed with a focus on students who are entitled to the pupil premium funding, it is essentially our school improvement plan.

We also recognise that despite some green shoots in the new context, we have much work to do in order to achieve what we set out to by 2024/25.

As a result, we will continue to systematically assess need and ensure that all our students but especially, MaF students have quality teaching, first.

“If a lesson isn’t bang on, some students will make up for that deficit, through prior knowledge, independent study, or some other means. But some other students won’t... if



you're looking at key groups, to close the gap, diminish the difference and all the rest of it, that's my recommendation: Look for Quality Teaching, First". Ruth Ashbee

Draft One