



Dinnington High School

Detail	Data
School name	Dinnington High School
Number of pupils in school	936 (Y7-11) 1014 (including Y12 & 13)
Proportion (%) of pupil premium eligible pupils	29.29 (297 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 – 2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised	Mrs K Wade
Pupil premium lead	Mr S Ebbs

Detail	Data
Pupil premium funding allocation this academic year	£344,660
Recovery premium funding allocation this academic year	£0
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	£344,660

Statement of Intent

To mitigate and remove barriers to learning, progress and success caused by socioeconomic factors for all students ensuring that all students who are eligible for the Pupil Premium Grant achieve as well as – or better than – their more advantaged peers. The core principles of our strategy – under the auspices of ‘Disadvantaged First’ are to ensure that:

- All students in the disadvantaged cohort are supported by an excellent first-wave experience in the classroom so that they know more and can do more.*
- All students in the disadvantaged cohort are supported to read, write and talk with confidence and fluency. Those who are not performing at age-related expectations are supported to do so rapidly and securely.*
- All students in the disadvantaged cohort to attend school every day, mitigating further gaps in attainment being caused by poor attendance.*
- All students in the disadvantaged cohort will access a range of enrichment experiences that support and nourish the core curriculum in order to develop the cultural capital they need to succeed in life.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Students who are impacted by socioeconomic disadvantage, particularly boys and those in the SEND cohort, do not make the same progress as their more advantaged peers.</i>
2	<i>The attendance of students who are affected by socioeconomic disadvantage is not as good as that of their more advantaged peers.</i>
3	<i>Students who are impacted by socioeconomic disadvantage are less likely to have broader, enriching experiences beyond the core curriculum and – as a consequence, are more likely to have a deficit in the cultural capitals that enable them to develop excellence.</i>
4	<i>To maintain a gap of no more than +0.3 relating to Progress 8 between our disadvantaged and non-disadvantaged students. Including our disadvantaged pupils to remain above the national average in comparison to their non-disadvantaged peers.</i>

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.

Intended outcome	Success criteria
<i>Students who are in the disadvantaged cohort will make progress that is equal to – or better than – their more advantaged peers, especially in the core subjects of English, Mathematics and Science.</i>	- Proportion of students in the disadvantaged cohort perform as well as their more advantaged peers in English and Mathematics GCSE. - Students in the disadvantaged cohort make progress that is as good as, or better than, their more advantaged peers. - Teachers deliver lessons that are engaging and planned around the TLE model to support all pupils to access all learning.
<i>Students who are in the disadvantaged cohort will be supported – through the 'Disadvantaged First' strategy – to make rapid and sustained progress, so that they know more and can do more. We will also look to raise aspirations & outcomes of all pupils by ensuring the curriculum is broad, balances and accessible to all. Staff will support pupils in closing gaps to ensure their knowledge is secure prior to delivering new learning.</i>	- Teachers will be trained to explicitly teach vocabulary in a common, consistent and impactful way so that students are able to acquire key concepts with fluency and confidence, so that they know more and can do more. - Teachers will be trained to structure the teaching of reading, so that all students – regardless of their socioeconomic background – can confidently access texts and the curriculum across all subject disciplines, so that they know more and can do more. - During lessons, teachers will provide feedback through live marking and verbal feedback, as part of the Teaching and Learning Excellence Model. This will be consistently applied using Marking Codes. Feedback will also be provided through the marking and QLA of assessments. All students will be provided with their own personalised RAG sheet showing their Strengths and Areas to develop. Closing the Gap work will be built into the curriculum model and planned to ensure gaps in learning are rapidly closed. - Review of all setting and teachers delivering certain subjects as relationships are crucial to raising outcomes. - Teachers will deliver a series of different waves of intervention to support pupils e.g.

	- Wave 1 – Quality first teaching delivered to all pupils through the TLE model. All staff deliver lessons in the same way to ensure consistency within delivery. Pupils will take part in deliberate practice to ensure they are capable of accessing exam-based tasks to inform accurate assessments and drive positive outcomes. - Wave 2 – Pupils have access to a mentor to support their learning & organisational skills to ensure pupils turn up to school ready to learn. Staff will run Period 6 classes to ensure pupils have access to additional support after school if they have missed any learning time. Period 7 will offer pupils the opportunity to complete their home learning with the support of a member of staff to support. Pupils in Y11 will also have the opportunity to access a working lunch in their housebase. - Wave 3 – Pupils have the opportunity to access the National Tutoring Programme where they will be offered 1-1 tutoring from a member of staff.
<i>Students will be supported – as part of the ‘Disadvantaged First’ strategy and the Teaching and Learning Excellence model – to develop their confidence and fluency in reading, the development of vocabulary and Oracy.</i>	- A whole Academy approach to the teaching of talk and oracy will be developed and implemented. Students will be explicitly taught how to talk in a range of contexts and roles so that they can perform with confidence and fluency. All teachers will be provided with resources to ensure that students are supported to experience excellence at every opportunity. - As part of the Disadvantaged First strategy, teachers will ensure that students in the disadvantaged cohort will be prioritised in terms of feedback, questioning and opportunities to talk, so that they can monitor student understanding and accelerate progress. Questioning strategies such as “No opt out, say it again better” will be utilised. - All teachers will explicitly model and celebrate reading with students. - All students in Year 7 and Year 8 will be provided with a reading book and given a clear structure to support them to become confident and fluent independent readers. Students will be supported so that they can use reading as a way of deepening their understanding of the world, as well as means to relax and reflect. A reading programme will be discreetly delivered. - Subject specific vocab is encouraged in students’ responses - Teachers from a range of contexts, across both the Multi-Academy Trust and the local Learning Community will work collaboratively to co-create and implement strategies to enhance our reading provision (both with respect to the academic and a broader awareness of reading being a fundamental cultural tool, in addition to its importance to us with regards relaxation and reflection).

<i>Students who are in the disadvantaged cohort will continue to be supported to attend school as often as their more advantaged peers.</i>	- Communication with parents and students about absence and the importance of coming to school will be refined (communications via ClassCharts or email with parents, email to students emphasising, in a positively framed way the importance and impact of attending school regularly). - Use of the 'Three Tier model'. This model combines and includes: • Individual rewards weekly, ½ termly, termly • Monitoring and support • Parental communication - Tutors will monitor a pilot cohort of PP students as defined through the attendance strategy group to identify barriers, support improved attendance and offer a bespoke reward system for rapid and sustained attendance – each tutor will work with 5 students each ½ term to pilot a praise and reward strategy that will boost PP attendance. - Pastoral leaders will support a pilot cohort of PP students where attendance sits between 85-94%. Through student and parent voice identify barriers to attendance, delivering bespoke interventions that include the allocation of key worker, family support worker, Early Help intervention, Young person's councillor. Pastoral leaders will pilot the attendance strategy that is focused on a multi-agency approach alongside praise and rewards. - Head of Years will work alongside a bespoke PP cohort whereby historical attendance demonstrates persistence absenteeism to offer a bespoke praise and reward system to support rapid and sustained attendance. Weekly analysis of attendance data will direct targeted support and interventions to ensure no student is left behind- The pilot will focus on ensuring the cohort attendance finishes above 92% - Weekly attendance strategy meetings to discuss key pupils including those who are PP to ensure that anyone below 95% is monitored and has actions attached to their bespoke improvement plan.
<i>Students who are in the disadvantaged cohort will be supported to access a range of meaningful enrichment opportunities beyond the core curriculum.</i>	- All students in the disadvantaged cohort from Year 7 to Year 11 – will be provided with a range of meaningful opportunities to enrich their learning beyond the core curriculum at zero-cost to them or their families, including enrichment trips, thus developing cultural capital. - All students in the disadvantaged cohort will be able to access a high-quality breakfast before they begin learning through the National Schools Breakfast Programme at zero-cost to them or their families. - All students in the disadvantaged cohort will be supported to ensure that they have the correct uniform in order to ensure that they are able to consistently meet the Academy's high standards. - Students in Year 9, 10 and 11 receive a careers interview. The disadvantaged cohort will then receive an additional personal guidance interview, providing further support for such as 6th form or college applications. - Further enrichment opportunities provided for the disadvantaged cohort, such as university visits funded by HEPP - In relation to Year 7 curriculum lessons centred on aspirations, disadvantaged students are provided with additional support at the end of the year to review their dream career and potential pathways are explored. - The nature of after-school enrichment supports disadvantaged students living in deprived communities whose areas can't, or don't, provide facilities to flourish students' talents. After-school enrichment in Year 7 is expected.

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: £217,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers provided with training so that they can effectively support the development of students' Reading.	Alex Quigley – Closing the Reading Gap / Closing the Vocabulary Gap. Hochman / Wexler – The Writing Revolution	1 + 2 + 3 + 4
Continued implementation of the Read programme in both Year 7 and Year 8	EEF toolkit -Accelerated Reader	1 + 3 + 4
All teachers provided with training and resources so that they are confident in teaching students to access texts in line with their reading age	EEF toolkit - Reciprocal Reading	1 + 3 + 4
All teachers are supported to develop their practice and subject knowledge on a weekly basis through the Schools Teaching and Learning Excellence model	EEF toolkit- Teaching and Learning Toolkit	1 + 2 + 3 + 4

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

Budgeted cost: £76,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 tutoring programme – targeted at students in disadvantaged cohort	EEF- One to one/ small group tuition	1 + 2 + 4
Y11 revision support - targeted at students in disadvantaged cohort	EEF- One to one/small group tuition	1 + 2 + 4

Reading intervention and refined curriculum for those students who are not performing at age-related expectations	EEF toolkit - Accelerated Reader EEF toolkit - Reciprocal Reader	1 + 2 + 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of National Schools Breakfast Programme	National school breakfast club programme - GOV.UK (www.gov.uk)	1 + 2 + 4
Implementation of attendance procedures and rewards strategy	https://scholar.harvard.edu/files/todd_rogers/files/influential_third_parties.pdf https://assets.publishing.service.gov.uk/media/5a802a2d40f0b62302691e66/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf	2

Implement ation of enrichm ent progra mme so that all student s can access regardle ss of socioec onomic circums tances.	https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education - Evidence base from a range of schools on the use of the Pupil Premium grant to narrow the gap in terms of cultural capital.	1 + 3 + 4
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Total budgeted cost: £344,660

Part B: Review of outcomes in the previous academic year

In 2025, disadvantaged pupils achieved an **Attainment 8 score of 37.2**, while non-disadvantaged pupils achieved **44.9**. This means that there is still a disparity for non-PP pupils of **7.7 points**, although this gap has narrowed compared to 2024 (9.0 points in 2024). Both groups have improved, but disadvantaged pupils have made **faster progress (+5.5 points)** compared to non-disadvantaged pupils (**+4.2 points**). Despite this positive trend, the gap remains significant and closing it further is a key priority. We are committed to ensuring that our disadvantaged pupils make the same or better progress than their peers, and our strategies will continue to focus on equity and accelerated improvement for PP students.

2024 A8 Disadvantaged	31.7
2024 A8 Non-disadvantaged	40.7
2024 A8 National	46.3
2025 A8 Disadvantaged	37.2
2025 A8 Non-disadvantaged	44.9
2025 A8 National	45.8