



Area for improvement and Approach	Impact & Outcomes	Reflection for 2018/19	Actual Cost
Income for Pupil Premium 2018/18: £137,525. Spent: £143,770			
<p>Attendance & Behaviour To ensure good attendance of PP students and reduction in PA (improve PP attendance by at least 0.5% and PA by at least 1%)</p> <ul style="list-style-type: none"> - Daily monitoring by attendance team - Liaison with pastoral teams and careers advisor - Home visits - Regular rewards to encourage attendance - FPNs for persistent attendance issues <p>To ensure all students able to attend removing potential barriers such as uniform, food, including ensuring strong attendance for external exams even of those with low attendance.</p>	<p>Previous: 2017/18: To improve PP attendance by at least 0.5% and to reduce PA by at least 1%</p> <p>Outcome 2018: <i>PP Attendance and PA did not improve by the end of 2018; they remained unchanged. This means we need to redouble our efforts to reach these students to improve attendance in 18-19</i></p> <p>PP students to be given a 50% discount on blazer & tie for new uniform. Staff to identify students who need further support with other uniform items (PP students & low income families) so that it is not a barrier to attendance. Breakfast to be provided for PP students & other identified students as identified by Year Leaders. Breakfast & water to be provided for all Y11 students on core exam days to ensure that all PP students and those from low income families are not hungry and to maximise concentration Provide an alternative off-school site for school refusers (largely PP) for exams so location is not a barrier.</p>	<p>Continue in 2018/19. Improve form tutor & Year Leader involvement in improving attendance aided by move to year groups. Review rewards with student leaders to ensure the most effective are used. Develop positive communication with families of poor attenders. Increase home visits for those with poorest attenders using members of Achieve and Engage to develop relationships to encourage back to school</p> <p>Continue to be mindful of uniform costs for PP students. Discounts to be offered to new Y7s. Uniform returned by leaving students to be offered as needed to students in school. Continue to provide additional uniform as required. Also invest in some underwear for students in greatest need.</p> <p>This to continue next year and build upon experiences this year</p> <p>Continue to embed RP and involve students as RP leaders</p>	<p>£32,922</p>



<p>Introduce Restorative Practice so students not trapped in repeated pattern of FTEs and are better engaged in their learning with needs met.</p>	<p>FTEs for disadvantaged students significantly reduced through introduction of RP</p> <p>Outcomes 2018:</p> <ul style="list-style-type: none"> - All students had required uniform in place for September 17 (individual work with families who needed financial support) - Breakfast club provided for students in need - Breakfasts & water provided for Y11 with good take-up. - Attendance for exams excellent including for those with poor attendance. - FTEs reduced in the Summer Term after initial introduction of RP 		
<p>Aspirations of PP students Start raising aspirations from Y7 so students have a reason to work hard Year 7/8/9 university workshops included higher ability PP students Transition KS3/4 (in Year 8) Improve CIAG provision in Life lessons and beyond from KS3 upwards Raise aspirations of Y11 students particularly HA students so they progress to suitable pathways Make a Fuss project with HA Y11 students with SLT mentoring Transition KS4/5. An extended process involving senior staff. Taster sessions to involve all Y11 students capable of Level 3 courses even if not on track Alternative CIAG for those not capable of Level 3</p>	<p>Outcomes: i. 1) The workshops generated a very positive response, with good take up by PP students. 2) This was then linked to the KS4 options process in Year 8, where students were provided with assembly information and taster sessions to support their choices following input from SLT, pastoral staff, departments and an optional parental interview. SLT involvement to ensure students on courses to enable success. All Y8s selected at least one EBACC subject. 3) Life lessons overhauled so that careers related learning takes place in all year groups. Careers Day planned for Oct 2018 ii. 1) Y11 outcomes suggest that this did not have the full impact expected although 2) some PP students have progressed to sixth form that originally did not plan to. We got 13 students more into Y12 in September than originally expected. Clearly this work needs to start earlier than in Y11 so more PP students progress to Level 3 courses with us and elsewhere. 5) Final NEETS as of December 2018. 11 Students are not in Education or Training. One of these is a teenage parent, two are ill, one is judged not yet ready for work or training. Of the remaining six, three have left the area and our careers advisor is struggling to contact them, the remaining three are still being pursued and supported by the LA careers advisor we employ.</p> <p>All Y10 students took part in a National Business Competition, and one team was invited to the national finals.</p>	<ul style="list-style-type: none"> i. To continue to build upon HE programme Year 7 to Year 13 next year so that this initial impetus is not lost. ii. Develop the Careers Day and the Vocational department approach to increase motivation. iii. Develop a Dinnington Business Hub based at DHS to increase links with employers to enable the above. iv. Careers interviews Year 7/8 for PP students in 2018/19 v. Y8 in-school work experience to be incorporated in 2018/19 vi. Share more 'where are they now' success stories of past students vii. Use Sixth Form ambassadors to work with 	<p>£4992</p>



	<p>In addition, the Vocational department led the way on raising aspirations in health & social care and child care areas beyond the classroom. Y10 & Y11 students took part in Work Experience at Primary Schools (38% PP students); a range of careers workshops with Sheffield Hallam (43% PP students); and Red Cross workshops (43% PP students). 1/3 of Y11 students on the Childcare course were PP and had an average grade of A*- and an in-school residual of 3.09. 47% of the H&SC students were PP. They had an average grade of a P2 and an in-school residual of 0.63</p>	<p>students in lower school to encourage a pathway that raises aspiration. viii. Provide assemblies of 'where are they now' success stories to primary</p>	
<p>Achievement To increase the progress of Y7-10 PP students to above a year's progress so the gap begins to close</p> <ul style="list-style-type: none"> - Introduce Accelerated Reader for all Y7s - Introduce extra sets in Y7 & Y8 in English to follow a programme to improve literacy - Introduce new SOL in English and maths that raise expectations/challenge students more/fill in gaps in wider social and cultural context - Review work of SEND/Engage to provide better interventions as previous work not having sufficient impact and to introduce changes according to the findings of the review so we better meet needs of students arriving below expected achievement. - Alternative provision in place for particularly challenging disadvantaged students at significant risk of PEx or repeated FTEs who are making little or no progress in main stream (disproportionally disadvantaged) 	<p>(See Catch Up Funding Report for impact of Y7 interventions)</p> <p>Outcomes: Not good enough in 2017-18: SENDCo was teaching the low ability English groups. Following the full review of SEND provision, a restructure led to the SENDCo leaving and a Trust Director of SEND taking up post in the summer term of 2018. For Sept 2018, she has ensured that a number of strategies have been put in place for the new Y7 and last year's Y8. From January 2019, an additional Trust Deputy Director of SEND (also SENDCo trained) to be appointed to increase capacity to meet the needs of these students & LAC students specifically at DHS.</p> <p>We strongly believe Y7 can make better progress 2018/19 due to a number of factors outlined under Reflection:</p> <p>** Provisions being rolled out from Sept 2018: Literacy: Using KS2 and Lucid Extract data, students identified for: Lexia strategies, RWI Fresh Start, handwriting intervention, Reciprocal reading, spelling boosters, comprehension boosters, Read theory. Numeracy: Using KS2 and baseline testing, students identified for: Timestables Superstars, Mathletics, First Class at Number, Success at Number, Talk for Number</p>	<p>Continued use of accelerated reader in Y7.</p> <p>Introduction of Y7 interventions (also introduced with Y8 to provide catch up)</p> <ul style="list-style-type: none"> - Engage interventions are already underway to address low levels of literacy and numeracy** - Additional support is given to the low ability sets in En & Ma by Engage Support Practitioners - Humanities teaching to be developed into Integrated Learning focused on developing literacy (and numeracy) - The SoL for the LA group in English have been reviewed and improved. 	<p>£69,034</p>



<p>– Work of Associate Principal and an Assistant Principal focused on raising achievement/increasing progress of disadvantaged students</p>		<p>- AR has started from the beginning of the year rather than part way through. All interventions are now tracked & monitored by the Engage team.</p>	
<p>To increase progress of all disadvantaged students, through improvement in Quality First Teaching and use of data. Make a Fuss protocols introduced to focus staff on disadvantaged students (available in school) Whole-staff training on key aspects of the LEAP Learning plan: questioning, Sutton Trust strategies to improve achievement of PP students, effective marking & feedback, strategies to help students make sense of their learning. Introduction of Show my Homework so parents can track homework and students can organise themselves better</p>	<p>Outcomes: As the year progressed, the quality of teaching improved significantly. As David Carter stated August 2018, outcomes follow improvements in teaching so the benefits of this improvement do not yet fully show in the data. Y7: In all subjects except geography & history,* disadvantaged students have made progress from their starting points. Disadvantaged boys have made less progress than girls. Progress is in line with expectations, not accelerated. Y8: In all subjects, except geography and history,* disadvantaged students have made progress from their starting points. Disadvantaged boys have made less progress than girls in the identified subjects and in performing arts and science approx. half of the boys have not made enough progress. Overall, progress is in line with expectations, not accelerated. Y9: As students are starting options it is unfair to yet judge progress as Y9 is used to build solid foundations, develop learning skills and pack in new knowledge. In core subjects: progress of disadvantaged students is evident in all subjects. Boys have made a bit less progress than girls. Overall, progress is in line with expectations, not accelerated. Y10: Similar to Y9, students only started options in Y10; we also conducted formal mock exams at the end of Y10 to ‘shock’ the year group in preparation for increasing expectations in Y11. In core subjects: progress of disadvantaged students was positive except in English and single physics. Disadvantaged boys did better than girls in English and made some but less progress in the other core subjects. Looking at the overall picture for disadvantaged students in Y10: disadvantaged boys, particularly HA and LA boys are not making sufficient progress overall. LA girls are also not making sufficient progress.</p>	<p>We need to keep improving & embedding QFT and use coaching and collaborative planning to keep sharing best practice. QA processes to enable immediate feedback to help teachers and to identify any deeper needs. Review and potentially extend the Make a Fuss protocols, and ensure that the current ones are adhered to. Review marking & feedback approach through the Responsive Teaching coaching group to ensure our whole-school approach maximises positive pupil responses. Develop flight paths so all staff can track students’ progress more effectively and intervene in-class more quickly. Ensure all staff are confident about effective in-class interventions</p>	<p>£10,489</p>



	<p>*In both geography & history, new leaders started in January & May respectfully. They re-moderated pupils' work and moved grades down, thus actual progress may have happened but is not apparent in the data yet.</p>		
<p>Performance in Exams Development of exam weeks Year 7-13 to build resilience and revision skills.</p> <p>Bespoke provision especially Year 11</p> <p>Form Tutor time used to intervene with identified students according to need</p> <p>Parent information sessions so they can support their children.</p> <p>Revision books bought or school produced revision booklets/knowledge organisers produced so no children disadvantaged by cost.</p> <p>Interventions after school made more inviting by providing refreshments to try to fill the gaps of previously missed learning/weak teaching</p> <p>Breakfasts provided before all big morning exams</p> <p>Extended summer revision programme (no study leave)</p> <p>Extra maths tutor employed to help improve outcomes particularly of disadvantaged students. 1/3 of salary</p> <p>Y11 academic tutor employed for the mainly disadvantaged students at greatest risk of disengaging completely from school or being trapped in repeated FTEs due to challenging behaviours. 1/3 salary</p> <p>Part-time English and science teachers hours increased to enable extra intervention</p>	<p>Achievement of disadvantaged students is still not yet good enough. However, despite an overall disappointing picture. Some improvements were made with disadvantaged students:</p> <p>Disadvantaged students achieving 4+ in English and maths rose from 25% to 27%</p> <p>Disadvantaged students achieving 5+ in English and maths rose slightly from 9.6% to 10%</p> <p>This is despite this cohort have a weak starting point of 25.9 on KS2 Average Point Score (-2.8 below the national average)</p>	<p>All of the above reflections pertain.</p> <p>All Y11 students to have an SLT/Senior ML mentor so no student is overlooked. Within each mentor group, disadvantaged students to be key focus for attention.</p> <p>Using the above, use a range of strategies to better involve parents including personal invitations to events, more phone calls home etc.</p> <p>Some assemblies with sixth form to have more opportunities to raise aspirations.</p> <p>Careers day for Y11 to raise aspirations</p> <p>Better use of form time interventions so shorter sharper more focused bursts</p> <p>Sherwood Forest revision weekend for key Y11 students (disproportionally more disadvantaged students)</p> <p>More home visits to re-engage Y11 poorest attenders</p>	<p>£26,333</p>



		<p>Close monitoring of all students in biweekly core meetings to ensure early identification of additional needs to be met.</p> <p>Explore programmes that students can access from home or in after school homework clubs to enhance learning: e.g., Hegarty Maths, GCSEPod</p>	
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