



Dinnington High School

Make a Fuss Strategy Statement 2021-2022

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) to improve the attainment of our disadvantaged students.

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

More detailed plans to support our Make a Fuss students are within our overarching School Improvement Plan. In all our work, we have the intent of 'Make a Fuss First' so our addressing of MaF student needs underpins all our development work.

We avoid using the terms Disadvantaged Students or Pupil Premium because of the negative connotations. In our school, we call them our Make a Fuss students. We also recognise, we have many students whose families just miss out on being eligible for free school meals, so the work we do must benefit students broadly.

School overview

Detail	Data
School name	Dinnington High School
Number of students in school	955
Proportion (%) of Make a Fuss premium eligible students	30.85%
Academic year/years that our current Make a Fuss premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 31 2021
Date on which it will be reviewed	July 2022
Statement authorised by	R Staples (Principal)
Make a Fuss premium lead	S Grenham (Assistant Principal) C Rooney (Associate Assistant Principal)
Governor / Trustee lead	Frank McShane

Funding overview

Detail	Amount
Make a Fuss funding allocation this academic year	£ 251,766.65
Recovery premium funding allocation this academic year	£41,543
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

Our intention is that all students, irrespective of their background or the challenges they face, make good progress, achieve high attainment across the curriculum, have high aspiration and be 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. Our strategy is based on knowing the barriers to success our students encounter. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are technically disadvantaged or not. This strategy is based largely on the EEF research tool kit, prioritising the most impactful strands.

High-quality learning is at the heart of our approach, with a focus on areas in which Make a Fuss students require the most support particularly in supporting 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 other students in our school. Implicit in the intended outcomes detailed below, is the intention that other students' attainment will be sustained and improved alongside progress for their Make a Fuss peers. 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 to help students excel. To ensure they are effective we will:

- Ensure we have the highest expectations in terms of attainment, attitudes and behaviours, and destinations for our Make a Fuss students.
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for Make a Fuss students' and who are considered first.



Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap at GCSE. Moving forward from here to 2024/2025 we will increase the P8 contribution from Make a Fuss students. This will include increased average attainment 8 grades, and improved percentage of Make a Fuss students attaining 4+, 5+, and 7+ in English and Mathematics.
2	Narrowing the attendance gap. Our Make a Fuss students have had a consistent percentage attendance (84%) through the 2020/2021 and into 2021/2022 academic years. Our goal is to improve this attendance in our Make a Fuss students and reduce the gap between Make a Fuss and other students, subject to the on-going challenges presented by Covid.
3	Students arriving at Dinnington High School have reading ages and lower literacy than national averages. Through the effective implementation of the school's literacy strategy the impact will be improved: average 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.
4	Make a Fuss students at DHS contribute significantly more to the C3, suspensions and exclusion data. We aim to reduce this gap between other and Make a Fuss students.
5	To continue the trend of reduced overall NEETs and reduction in the Make a Fuss contribution to this value. To raise aspirations and expectations of our Make a Fuss students. To continue the upward trend of Make a Fuss students continuing into sixth form and University, for our HA Make a Fuss students.



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
Improved attainment in Make a Fuss students at KS4. A reduction in the gap between Make a Fuss and other students at KS4.	<p>Lesson visits and book looks will show in the vast majority of lessons Make a Fuss students experience the impact of EEF feedback and support strategies.</p> <p>Data meetings will focus on Make a Fuss students first across all subjects with support and interventions demonstrating impact.</p> <p>Improvements to our Assessment Policy & Protocol to have more impact on student progress.</p> <p>Resulting in higher P8, mean attainment grades, percentage standard and strong passes increasing in Make a Fuss students.</p>
Improved attainment in facilitating EBacc subjects ensuring a breadth of curriculum, taking account of gaps from primary school and impeded parental support	Continued work on the redesign of 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.
Improved cultural capital and enrichment to enhance student experience including breadth of knowledge and experience to improve access to Russell Group universities	<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 Make a Fuss students.</p>
Improved reading comprehension among Make a Fuss students across KS3.	Through the effective implementation of the school's reading strategy the impact 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.
Wide range of personal development opportunities to broaden experience, to experience success and participation,	Range of extracurricular clubs, trips, visits, fundraising, and leadership opportunities available.



<p>develop character, and explore a range of areas of potential talent and interest.</p>	<p>Participation in all of the above analysed to ensure at least representative participation by Make a Fuss students as far as possible.</p>
<p>Improved percentage attendance and reduced PA in Make a Fuss students</p>	<p>Sustained improved and higher attendance from (subject to Covid) and demonstrated by: Reduced gap between Make a Fuss and other students' percentage attendance. Reduced gap between Make a Fuss and other students contributing to PA.</p>
<p>A reduction in the number and percentage contribution of Make a Fuss students to the C3, suspension and permanent exclusions</p>	<p>Pastoral leaders will have a consistent approach to identifying students who have barriers to good behaviour and address the needs/issues appropriately.</p>
<p>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. The number of Make a Fuss 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 will continue to increase. Attitudes towards education from student and parents' surveys will demonstrate an improved attitude to education and schooling.</p>



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 87,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximised time for Collaborative Planning and practice to continue improvements to QFT using Walkthrus approach to CPD	EEF Quality First Teaching EEF Metacognition Rosenshine Principles	1
Review and improve feedback to students through an improved whole-school approach, linked to appraisal	EEF Feedback EEF Performance pay	1
On-going training on various aspects of Teaching & Learning within Thursday briefings	EEF Quality First Teaching	1
On-going training on understanding and meeting needs of SEN students (includes proportion of Make a Fuss students), linked to appraisal	EEF Quality First Teaching	1,2,3,4,5
Metacognition and self-regulation approaches used as part of our Walkthrus improvements	EEF Mentoring EEF Metacognition and self regulation	1
Retention of key humanities staff to continue to improve	EEF Quality First Teaching	1,2



students interest and experiences		
Use of Make a Fuss First approaches to ensuring Make a Fuss students remain in key focus, including using data to inform planning	EEF	1,2,4,5
Review of and improvement 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	EEF Quality First Teaching EEF Mastery Learning	1,2,4

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

Budgeted cost: £ 89,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Hegarty Maths to provide a means of individualised instruction.	EEF Individualised Instruction	1
Mentoring of Y11 students to address needs & support progress to next steps. Mentoring of identified students in other year groups by Learning and Behaviour Mentor and Achieve Support Practitioner. Provision of revision guides for core & EBacc	EEF Mentoring	1,2,4



Peer tutoring 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	3
Use of phonics/Lexonik to support those with lowest levels of literacy	EEF phonics	1,3
Use of Accelerated Reader in Y7, quick reads in all year groups in English, and increased subject reading opportunities as part of the whole-school reading strategy	EEF Reading Comprehension EEF Oral Language Interventions	3
Small Group tuition for Y11 English and Maths in Options time, additional maths group in Y11 Small group tuition in KS3 for students with different learning needs	EEF Small Group Tuition	1,2,4
Additional time for EBacc subjects in Y9 for students who are behind following Covid lockdowns	EEF Quality First Teaching	1,4,5

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

Budgeted cost: £ 151,293

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Employment of an 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	2,4
Provision of an SEMH SEN Inclusion base for identified students to provide intense support	EEF Small Group Tuition EEF Social and Emotional Learning EEF Teaching Assistant Interventions	1,2,4
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	2,4
Overhaul of the Personal Development and Form Time programme to ensure needs and challenges faced by students appropriately addressed	EEF Social and Emotional Learning	2,4,5
Training of #SafeToBeMe Leaders for students to provide peer-to-peer support covering mental health and well-being as well as antibullying	EEF Social and Emotional Learning EEF Mentoring	2,4
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.	EEF Social and Emotional Learning	2,4
Purchase of Unifrog licence to provide a platform to help address student	Gatsby Benchmarks	5



<p>aspirations, track their progress towards post-16 and beyond, linked to employment of an independent careers advisor</p> <p>Having 2 rather than 1 Careers Lead to add capacity</p>		
<p>Ensuring family poverty is not a barrier to participation, for example: trip contributions, uniform contributions, kit contributions, additional food etc.</p>		

Total budgeted cost: £ 328,367



Part B: Review of outcomes in the previous academic year

Make a Fuss premium strategy outcomes

This details the impact that our Make a Fuss premium activity had on students in the 2020 to 2021 academic year.

Teaching priorities

Priority 1 Embed the use of cognitive science into the whole school pedagogical practice.

- Use of CPD/Appraisal system
- Use of strategies from EEF
- Parental revision sessions
- INSET time

Priority 2 Metacognition to be identified as a practice used by staff and learners.

- Use of CPD/Appraisal system
- Use of strategies from EEF - INSET tim

Curriculum

In seeking to embed cognitive science approaches into curriculum planning, we have gone further than we initially identified in our priorities.

As part of our redevelopment of the curriculum over 2020-21, we have taken account of the paucity of cultural capital not just of our MaF students but more beyond them. The curriculum now seeks to enrich and broaden student experience even further.

The curriculum is designed and adapted to take account of potential gaps informed by cognitive science. For example, English and maths have gone back to the primary curriculum to ensure the building blocks are in place. Science had re-sequenced the curriculum to ensure it builds absolutely logically. In all our curriculum design, we do not make assumptions about learning – we check and recheck, use retrieval practice, spaced revision etc. In addition, history and geography have worked hard to build curricula that take account of local context both in terms of understanding the bigger picture and in consideration of the knowledge gaps.

Because of the lower literacy levels particularly of MaF students, we retained a discrete Accelerated Reader lesson in Y7 and for the lowest ability Y8 students. Fast reads were also introduced last year so students do more reading than previously.

Teaching & Learning



Staff continued to address their approaches to teaching and learning, including during lockdowns, to ensure we take account of student needs, gaps, and security in their learning. This was all based on the educational research approaches.

In addition, we took a range of approaches to try to mitigate the impact of Covid and lockdown on our MaF students:

- Ensuring students had laptops/internet access
- Contact with an IT technician if there were any issues
- Regular contact with form tutors/teachers through phone calls on top of Teams opportunities to encourage and support
- Visits home when we had been unable to contact through the phone
- Support from Engage Support Assistants if there were SEN
- A mixture of live/pre-recorded/off-line learning opportunities
- For those with other needs or vulnerabilities a place in school

Targeted academic support

Priority 1 Literacy interventions across KS3 for low attaining disadvantaged pupils.

- Year 7 catch up
- Use of Key Engage staff for targeted support

Priority 2 Use of resources to support independent learning outside of the classroom for students.

- GCSE POD
- Hegarty Maths
- Show My Homework

Literacy Interventions

- Accelerated Reader became an additional lesson for all Y7 and allowed for bespoke approaches according to level of reading of students. Y8 also had this lesson as there was much reading catch-up to do.
- Fast reads were introduced for all year groups to provide more opportunities for reading in English.
- Lexonik and Lexonik LEAP were delivered to identified Y7 students by Engage staff to tackle deeper reading issues.

Resources for Independent Learning

We continued with GCSE Pod through the year, although reviewing it has led to stopping it in 21-22 as it has been overtaken in its usefulness by other Apps.



Hegarty Maths was a cornerstone of maths during Lockdown and is routinely used to support independent learning in maths.

Show My Homework was replaced through wider use of Microsoft Teams – home learning set through that but also files/pre-recorded lessons etc were also shared through Teams.

Seneca and Oak National were also used.

Targeted Academic Support Y11

Due to the second lockdown for schools disproportionately affecting MAF students, we also extended our academic support for them in Y11.

- appointment of additional English & maths teachers so some students could give up their fourth option to concentrate on core subjects,
- period 6 revision sessions,
- additional revision sessions in form times,
- purchase of revision materials for MaF students.

All of this work directly addressed the need for frequent checking of learning, retrieval, and reteaching. Disadvantaged students were prioritised in all of these interventions.

From all our logging of students' work during lockdowns, we know that our Make a Fuss students have been disproportionately affected by the pandemic and gaps in learning as a result of COVID 19 contributing to widening this learning deficit, hence the actions above under Curriculum, Teaching & Learning.

Wider Strategies

Attendance

Our Make a Fuss students have historically had lower percentage attendance than other students. In addition to the previous appointment of an Outreach worker to the Welfare and Inclusions Team, we also appointed an additional temporary attendance officer so after lockdown we could work hard to get students back into school.

In the academic year 2019/2020 the percentage attendance for other students was 93.34% and Make a Fuss 85.88% with a gap of 7.46%. This gap in 2020/2021 reduced to 5.87% and Make a Fuss student attendance staying consistent at 84.43%. This was significant given the challenges that COVID 19 pandemic and lockdowns have had on students.

Behaviour & Attitudes

It is hard to make direct comparisons of behaviour data between 2019-20 and 2020-21 due to lockdowns. However, there appears to have been a reduction in PP students going into the Integrated Learning Zone.



The impact of lockdowns due to the pandemic and the effect on Make a Fuss students has been significant. Specifically, the disruption to positive behaviour routines and inconsistent behavioural standards and boundaries has had an impact on our Make a Fuss students.

On return from the lockdown, we focussed on re-establishing positive learning behaviours and learning routines, improved consistency at applying our behaviour policy and graduated responses, and sought to reward positive behaviour & attitudes routinely – disproportionately to the benefit of MAF students.