

Pupil premium strategy statement

School overview

Metric	Data
School name	Dinnington High School
Pupils in school	822 (plus 132 – Sixth Form)
Proportion of disadvantaged pupils	30.71% (293)
Pupil premium allocation this academic year	
Academic year or years covered by statement	2019-2020
Publish date	October 2019
Review date	October 2020
Statement authorised by	
Pupil premium lead	Steve Grenham
Governor lead	Mark O'Donovan

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.572 (-0.346)
Ebacc entry	15.22%
Attainment 8	34.1 (37.63)
Percentage of Grade 5+ in English and maths	18.8% (16.7%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date/costing
Progress 8	To reduce the gap between pupil premium students and non-pupil premium students.	Sept 2020
Attainment 8	Work towards achieving national average for attainment for all pupils.	Sept 2020
Percentage of Grade 5+ in English and maths	To work towards reducing the gap between pupil premium and non-pupil premium students (12.53% for 2018/19).	Sept 2020
Attendance	To work towards improving PP attendance towards National average.	Sept 2020
Behaviour (FTE)	To work towards reducing the number of PP students receiving FTE and reducing repeat FTE's for these students.	Sept 2020

Teaching priorities for current academic year

Measure	Activity
Priority 1	Embed the use of cognitive science into the whole school pedagogical practice. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - Use of CPD/Appraisal system - Use of strategies from EEF - INSET time
Barriers to learning these priorities address	Training needs of individual staff.
Projected spending	£52,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 for low attaining disadvantaged pupils. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - GCSE POD - Hegarty Maths - Show My Homework
Barriers to learning these priorities address	Early identification of students on transition from Primary. Parental support and access to IT at home.
Projected spending	£111,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Work towards improving the attendance of DA students.
Priority 2	Improving the behaviour of DA students, using key indicators such as FTE figures, IEU figures and C3 figures.
Barriers to learning these priorities address	Parental support. Holidays.
Projected spending	£91,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring that students are identified early in transition. School to be aware of students who do not have access to ICT at home.	Building close relationships with staff at other school and with parents/carers and other agencies.
Wider strategies	Engaging the families facing most challenges using a focused Early Help approach.	Working closely with the LA, other agencies and other local schools on cross-school outreach programme

Review: last year's aims and outcomes

Aim	Outcome																												
To improve the attendance of DA students.	Attendance for DA students increased from 88.5% (2017/18) to 89.7% (2018/19). This has reduced the gap from 6.9% (2017/18) to 6.1% (2018/19).																												
To improve the behaviour of DA students.	<p>In 2017/18, 70.95% of all exclusion days were PP students. In 2018/19, this had reduced to 45.58%.</p> <p>In 2017/18 62% of Pupils with 1 more exclusions were PP, this had reduced to 56.6% in 2018/19.</p> <p>C3 data: (Brackets show % of PP students).</p> <table border="1"> <thead> <tr> <th></th> <th>2017/18</th> <th></th> <th>2018/19</th> </tr> </thead> <tbody> <tr> <td>x</td> <td></td> <td>Year 7</td> <td>766 (60%)</td> </tr> <tr> <td>Year 7</td> <td>1146 (71%)</td> <td>Year 8</td> <td>1152 (55%)</td> </tr> <tr> <td>Year 8</td> <td>915 (39%)</td> <td>Year 9</td> <td>321 (22%)</td> </tr> <tr> <td>Year 9</td> <td>739 (68%)</td> <td>Year 10</td> <td>360 (54%)</td> </tr> <tr> <td>Year 10</td> <td>421 (49%)</td> <td>Year 11</td> <td>234 (49%)</td> </tr> <tr> <td></td> <td>3239 (54%)</td> <td></td> <td>2833 (48%)</td> </tr> </tbody> </table>		2017/18		2018/19	x		Year 7	766 (60%)	Year 7	1146 (71%)	Year 8	1152 (55%)	Year 8	915 (39%)	Year 9	321 (22%)	Year 9	739 (68%)	Year 10	360 (54%)	Year 10	421 (49%)	Year 11	234 (49%)		3239 (54%)		2833 (48%)
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To improve the attainment of DA students (27% for Y11).	In 2017/18 overall P8 was -1.317 (-0.93 with outliers removed). This increased to -0.572 (-0.346 with outliers removed) in 2018/19. Average total Progress 8 Gap improved by 0.331. Average attainment 8 increased from 27.33 in 2017/18 to 34.1 in 2018/19 (32.18 to 37.63 with outliers removed).																												