

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Darrick Wood School
Number of pupils in school	1724 (October 2021)
Proportion (%) of pupil premium eligible pupils	13.8% (October 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 2021-22 2022-23
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Dr M J Airey
Pupil premium lead	Ms C Wilson-Hooper
Governor / Trustee lead	Mrs K Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,456 (expected 2021-22)
Recovery premium funding allocation this academic year	£26,535 (expected 2021-22)
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	£197,991

Part A: Pupil premium strategy plan

Statement of intent

Students at Darrick Wood School, including disadvantaged students, will have the opportunity to experience and engage with a broad and balanced curriculum from Year 7. Teaching, learning and extra-curricular activities will provide opportunities to develop skills and values which, alongside the achievement of appropriate qualifications, will equip them for life.

Our current strategy works towards achieving this by focusing on CPD for staff, targeted provision for students and enhancing the wider opportunities that are available at school. The key principles are to use Pupil Premium funding to increase staff time and expertise across both teaching and associate staff, to ensure that teaching, learning and extra-curricular provision are enhanced.

Challenges

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

Challenge number	Detail of challenge
1	Achievement – as a group, students who are eligible for the Pupil Premium have lower levels of attainment and progress compared to students not eligible for the Pupil Premium
2	Attendance – as a group, students who are eligible for the Pupil Premium have a lower attendance rate to school than students not eligible for Pupil Premium
3	Participation/engagement in wider school life – historically (i.e. before 2020), fewer students who are eligible for Pupil Premium participate in extra-curricular activities (clubs, teams, visits etc.)

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>Although these outcomes relate to students once they reach the end of Year 11, strategies are used throughout Years 7 - 11</i>	

Improved Progress 8 figure for students eligible for the Pupil Premium in Year 11	Positive figure in line with DWS whole school figure
Improved Attainment 8 figure for students eligible for the Pupil Premium in Year 11	Achieve a figure of 45
Improved percentage of Grade 5+ in English and maths	Achieve a figure of 30%
Improved attendance rates	Absence rates and persistent absence rates in line with DWS whole school figure
Improved engagement with wider school activities	Engagement figures for students with Pupil Premium in line with DWS year group figures

Activity in this academic year

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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme for teaching staff across the year focusing on improving achievement and embedding formative assessment – this is to continue with our SDP strategy of “Evidence informed improvements in teaching and learning.”	EEF toolkit strategies: <ul style="list-style-type: none"> - Feedback - Homework - Collaborative learning approaches - Individualised instruction - Metacognition and self-regulation 	1
High quality teaching supported by enhanced provision and personalised curriculum structures with additional teaching groups as needed.	EEF toolkit strategies: <ul style="list-style-type: none"> - Reducing class size - Small group tuition - One-to-one tutoring 	1
Improved staff use and student use of Microsoft Teams for teaching, resource sharing and homework/assessments	Funding is used to resolve the practical issues surrounding lack of access to technology	1

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase specialist HLTA provision of targeted interventions and increase the roles available as “LSA Champions” to lead specific interventions	EEF Toolkit <ul style="list-style-type: none"> - Behaviour interventions - Mentoring - One to one tuition - Reading intervention strategies 	1

Increase LSA provision to support specific curriculum provision for targeted students	EEF Toolkit - Teaching Assistant Interventions	1
---	---	---

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased access to pastoral care by increasing time available for pastoral staff to support wellbeing and attendance	EEF Toolkit - Behaviour interventions - Mentoring Funding is used to provide additional free periods to pastoral staff and additional pastoral staff in Years 8, 9 and 10 and to provide non-teaching Behaviour Support	2
Increase access to pastoral care to support improved attendance through parental engagement and attendance interventions	EEF Toolkit - Parental engagement Funding is used to provide additional free periods to pastoral staff and additional pastoral staff in Years 8, 9 and 10 and to buy in an EWO service	2
Increase opportunities for students to be involved in extra-curricular activities, particularly sports – aiming to build back towards the provision we offered two years ago as per SDP strategy “Curricular and extra-curricular developments”.	EEF Toolkit - Physical activity Funding is used to provide a wider range of after school activities and to fund participation in paid-for extra-curricular provision eg music tuition and trips/visits	3

Total budgeted cost: £200,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Despite significant challenges during the academic year 2020-21, we continued to focus on the provision and outcomes for our students eligible for the Pupil Premium, not least ensuring that all students who requested a device were issued with a laptop or tablet. The quality of our remote provision was continuously improving throughout the year including the provision of “live lessons” during the period of wider school closure in the Spring Term 2021. During this time, more than 100 pupils regularly came into school as part of our onsite provision, with priority given to students eligible for the Pupil Premium. Feedback about this provision was positive with students in small classes with LSA support available.

Results for 2021 were based on Teacher Assessed Grades (TAGs). In Year 11 2020-21 there were 31 pupils eligible for the Pupil Premium in Year 11. 61% of PP pupils achieved grade 4+ in English and Maths with 25% achieving grade 5+ (the figures for non-PP were 87% and 64% respectively).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider