

Pupil Premium Report for the academic year September 2019 to August 2020

For the academic year 2019-20, the School received approximately £159,000 in Pupil Premium funds which is slightly less than the previous year's figure. Because of the unusual nature of last academic year, this report is structured to focus on three aspects:

- A brief overview of how the money was planned to be spent
- Further information about the work that was done to support disadvantaged students during lockdown
- Outline plans for the academic year 2020-21

A brief overview of how the money was planned to be spent

The School continues to allocate Pupil Premium funds to achieve five broad aims:

- 1) Improve academic achievement and close any achievement gaps
- 2) Improve attendance, support behaviour and maintain inclusion
- 3) Ensure full access to the curriculum including literacy and numeracy skills
- 4) Raise aspirations and provide appropriate careers guidance and planning
- 5) Broaden enrichment and extra-curricular activities

The majority of pupil premium funds was used to provide specialist staff (either in full or in part) to support in the following ways which met the needs of eligible pupils:

- The provision of a School Counselling service
- The provision of an Inclusion Manager and mentoring service
- Direct support for looked after pupils and adopted pupils via members of SLT, Achievement Coordinators and Assistant Achievement Coordinators
- Specialist literacy provision by LSAs, HLTAs and SpELD teachers
- Dedicated pastoral support via members of SLT, Achievement Coordinators and Assistant Achievement Coordinators
- Dedicated careers/pathways support
- One-to-one subject specific tuition
- Music tuition by BYMT tutors

Funding was also used to support extended provision via the Learning Support Faculty for children who are eligible for pupil premium and are also on our SEN register. Funds were used for a variety of clubs and out of lesson provision including break and lunch time clubs and sessions before and after school. We also used funds to support visits and journeys including day trips as well as longer term projects including Duke of Edinburgh. Additional literacy groups were also created in Key Stage 4 to better meet the needs of targeted pupils.

During the wider school closure, funds used for staff salaries continued to be paid and staff continued to provide support for pupils but in different ways – these changes are outlined in the next section.

The School also continued to fund resources as needed throughout the school year for individual pupils including textbooks, revision guides, reading books, IT equipment, stationery and subject specific equipment.

Further information about the work that was done to support disadvantaged students during lockdown

Schools were closed to most pupils from Friday, 20th March 2020. Darrick Wood opened its Priority Group Provision (PGP) on Monday, 23rd March and it remained open until Friday, 17th July. The PGP was open to children of keyworkers or vulnerable children, including those eligible for the pupil premium, looked after children and adopted children. Most looked after children attended the provision at least part time whilst it was open and they were able to access the work that had been set by their teachers whilst being supported by LSAs and other specialist staff. As the provision continued into the summer term, staff created new projects for pupils to get involved with including a town planning craft project and an end of term tea party. The School received very positive feedback about this provision and it was valued by parents and carers – by July the provision was being regularly accessed by more than 70 pupils across Years 7 to 12.

Safeguarding Leads, our Educational Welfare Officer and pastoral leaders coordinated regular phone call homes from 23rd March to check on the welfare of our more vulnerable pupils and the extent to which they were able to access work. School laptops were loaned out to families in addition to those provided under the government scheme. Work packs were also delivered to some of our more vulnerable pupils to support parents with work that didn't require regular access to IT. As the School welcomed back Year 10 and Year 12 for the last part of the summer term, subject specific revision guides and resources were given out to all pupils to use when working at home.

Our Counselling Service continued to contact pupils by telephone during the lockdown and, as a school, we continued to make referrals to external agencies if appropriate. Meetings with external agencies were conducted virtually. Support continued for many pupils and students through the summer holidays as they navigated their way through the A level and GCSE results process.

Outline plans for the academic year 2020-21

There is already evidence being shared with schools that disadvantaged pupils are likely to return to school this year with greater gaps in their knowledge and understanding as a result of the national lockdown. Early in the academic year, academic leaders met to discuss how schemes of work would be adapted to cover any identified gaps during lessons this year. In September/October the School collected assessment information from teachers about how up-to-date students in Years 11 and 13 were in their studies. This information was collected for the whole year group so that specific catch up provision can be put in place where needed and a focus will be the gaps identified for those students who are eligible for the pupil premium.

As well as the specific catch up funds made available by government, the school also plans to use pupil premium where necessary to continue tuition over a longer period of time or offer tuition in a non-EBacc subject. We successfully ran a limited number of catch up sessions over the recent October half term and plan to do so in future in addition to after school sessions. The School has also committed funds to buying more laptops to be given out after it was identified that some families had a number of pupils sharing one device.

We plan to allocate more resources to extend the mentoring programme that is already in place – this is in response to the information shared with schools about the likelihood of issues that young people may face with regards to their mental health. We are also looking to allocate funds to increase the out of lesson behaviour support that is available to our pupils.