

Pupil premium strategy statement (secondary)

1. Summary information					
School	Verulam School				
Academic Year	2020-21	Total PP budget	£115,990	Date of most recent PP Review	Nov 20
Total number of pupils	1071	Number of pupils eligible for PP	108	Date for next internal review of this strategy	Nov 21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5 grades 9* - 5 incl. EM (2019-20)	37.5%	
Progress 8 score average	-0.68	
Attainment 8 score average	55.79	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Poor literacy and numeracy skills
B.	Self-confidence and resilience linked to low aspirations and emotional well-being
C.	Access to digital technology and learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	PP students are at greater risk of exclusion particularly boys
E.	Attendance of PP students is lower, particularly boys

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved literacy across the whole school with a coherent literacy strategy	Reduction in attainment gap and improved reading ages
B.	Improved digital access for PP students	Increased use of digital resources by PP students
C.	Developing resilience, aspirations and emotional well-being for PP students	PP mentoring and counselling services across school
D.	Improve attendance for PP students through reduced exclusion rates	Reduction in exclusions and improved attendance of PP

5. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved literacy across the whole school with a coherent literacy strategy (A)	Recruitment of AHT to Senior Leadership Team with strategic role to develop whole school literacy.	Strategic leadership to drive strategy and increase accountability	Regular reviews during SLT meetings. Linked to staff Performance Management	PKA	June 21
	Literacy strategy to be developed and implemented across the whole school with particular focus on enabling PP students.	EEF Toolkit	Learning walks and observations	PKA	June 21
	Staff development focusing on data and how to target students to improve attainment.	Doug Lemov – Leverage Leadership	T&L Team reviews and learning walks	MJE	Ongoing
	Further review of curriculum to ensure intent and implementation at KS3 prepare students appropriately for KS4 and beyond.	Ofsted Guidance	Department development plans	MVF	Ongoing
	Targeted intervention and support for PP students	EEF Next Steps	Pupil data reviews	MJE	Ongoing
	Lexia and accelerated reader programmes to focus on PP students to develop their skills.	EEF Tool Kit	Data analysis	POH	Half termly
	Reduced class sizes for those with low prior attainment in English at KS4	EEF Tool kit	Book looks, learning walks and data analysis	MVF	June 21

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved digital access for PP students (B)	Purchase of digital device to support remote learning.	To allow access to digital resources at school.	Appropriate resourcing and monitoring of usage.	MJE	June 21
	Loan of digital devices to PP students in Year 7.	To allow access to digital resources in school.	Appropriate resourcing and monitoring of usage.	FKR	Ongoing
	Digital device access before and after school for students in Year 10 and 11 to allow access to Google Classroom and digital resources.	To allow access to digital resources at school and facilitate improved learning.	Appropriate resourcing and monitoring of usage.	MJE	Ongoing
	Investment in digital resources for all students and providing access to these for PP students.	Improved access to learning outside the classroom.	Appropriate resourcing and monitoring of usage.	MJE	Ongoing
	Staff training in Google software and associated applications.	To increase staff competency.	Learning walks and course reviews.	FKR	June 21
	Parent and student workshops for PP students and their families showing them how to use and access Google platforms.	EEF toolkit	Parental feedback	FKR	June 21

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Developing resilience, aspirations and emotional well-being for PP students (C)</p> <p>And</p> <p>Improve attendance for PP students through reduced exclusion rates (D)</p>	Metacognition training for all staff as part of ongoing staff training programme. Embed metacognition into lesson practice.	EEF toolkit	Learning walks and lesson observations	MJE	Feb 21
	Mental well-being champions trained within the school to support students and provide further guidance and support.	Increased number of mental health issues among males	Training reviews and learning walks	DST	Feb 21
	Mental health training for all staff as part of the ongoing staff training programme.	As above	As above	DST	Feb 21
	Develop links with local universities to increase counselling services offered to students, particularly PP.	As above	Reviews of counselling services	AEF	Mar 21
	Targeted intervention for attendance with PP students. Priority contact given to PP students through the attendance tracking system.	School attendance data	Regular reviews of attendance data by attendance lead	JAT	Ongoing
	PP mentoring offered to students following any period of internal exclusion to reduce the risk of external exclusion.	EEF toolkit and school behaviour data analysis	Regular reviews of behaviour data by behaviour lead	AEF	Ongoing

Previous Academic Year 2019-20			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A) Improved outcomes in literacy	Reduced class sizes Targeted questioning Targeted support through data Targeted interventions Writing frames	Reduced class sizes allowed more support for LPA students and PP pupils. Being more targeted with support and using data improved outcomes for some. Writing frames had little impact. Overall some improvement in literacy	Continue smaller classes sizes for LPA in literacy/English Targeted use of data had significant impact and worked well. Varied approach of subjects to writing and exam needs meant writing frames did not work for all.
B) Reduce the gap in attainment through resilience	Smaller class sizes Targeted intervention Targeted support through data Curriculum accessibility Using data in all lessons	Smaller class sizes had little impact here. Targeted support and intervention developed resilience in a small cohort of PP pupils. Curriculum was accessible to all Data became integral to all lessons and was used well by all staff.	Targeted intervention and support was impactful and to continue. Continue to review curriculum to incorporate BYOD in Y7 and Y12/13. Continue with use of targeted data in lessons to improve support and intervention.
C) Raise aspirations for all and support vulnerable pupils	Performance reviews of PP pupils Intervention and mentoring of PP Careers guidance for all Homework checking Outreach work from LINKS	Performance reviews did not happen effectively across all year groups due to time constraints, staff absence and Covid. Careers guidance was good through CED Homework checking lacked some rigour Outreach from LINKS with most at risk had some impact.	Look to improve performance reviews and focus on PP pupils with HOYs. Continue careers plans through CED Improve homework checking with HODs. Continue outreach through LINKS for most at risk.
D) Reduce difference in exclusions between PP and non PP pupils	Outreach work from LINKS Verulam Learning Room Attendance Officer Promotion of staff role models	Outreach from LINKS with most at risk had some impact. Constrained by their capacity. Attendance officer worked with families at most risk, again, had some impact but capacity was limited. Verulam Learning Room worked to reduce external exclusions.	Continue LINKS outreach work Continue with attendance officer and look to increase capacity wherever possible. Continue with Verulam Learning Room and have in place support for frequent visitors to reduce the risk of external exclusions.

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

