



## 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	Verulam
Number of pupils in school	1081
Proportion (%) of pupil premium eligible pupils	124 (14.47%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Julie Richardson
Pupil premium lead	Gemma Perry
Governor / Trustee lead	Tracey Broderick

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,653
Recovery premium funding allocation this academic year	£16,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£126,500</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive school, our intention is to provide an inspirational teaching and learning environment for all of our pupils regardless of background. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium spending plan aims to address the specific barriers our pupils face and through tracking, planning and targeted support and intervention. The interventions are research based. We aim to provide all pupils the access and opportunities to enjoy academic success.

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

Challenge number	Detail of challenge																
1	<p>The attendance of disadvantaged pupils is lower than other pupils in the school.</p> <p>Attendance Data</p> <table border="1"> <thead> <tr> <th></th> <th>2018-19 (Pre-pandemic)</th> <th>2020-21 (Current)</th> </tr> </thead> <tbody> <tr> <td>Non-disadvantaged</td> <td>94.53%</td> <td>90.82%</td> </tr> <tr> <td>Disadvantaged</td> <td>91.19%</td> <td>84.43%</td> </tr> </tbody> </table>		2018-19 (Pre-pandemic)	2020-21 (Current)	Non-disadvantaged	94.53%	90.82%	Disadvantaged	91.19%	84.43%							
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2	<p>There are proportionally more negative incidents regarding poor behaviour and poor attitudes towards learning involving disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>02/09/21 - 20/11/21</th> <th>Number E8/9</th> <th>Number of pupils</th> <th>Repeat pupils</th> </tr> </thead> <tbody> <tr> <td>Totals (E8 / E9)</td> <td>57</td> <td>47</td> <td>7</td> </tr> </tbody> </table> <p>47 pupils = 16 SEN, 9 PP (19%). 4 pupils SEN &amp; PP</p> <table border="1"> <thead> <tr> <th>02/09/19 - 20/11/19</th> <th>Number E8/9</th> <th>Number of pupils</th> <th>Repeat pupils</th> </tr> </thead> <tbody> <tr> <td>Totals (E8 / E9)</td> <td>53</td> <td>35</td> <td>10</td> </tr> </tbody> </table> <p>35 pupils = 20 SEN, 10 PP (29%). 10 pupils SEN &amp; PP</p>	02/09/21 - 20/11/21	Number E8/9	Number of pupils	Repeat pupils	Totals (E8 / E9)	57	47	7	02/09/19 - 20/11/19	Number E8/9	Number of pupils	Repeat pupils	Totals (E8 / E9)	53	35	10
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4	<p>Some disadvantaged pupils do not aim as high with their aspirations or recognise their potential in comparison with their non-PP counterparts.</p>																

**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 attendance of disadvantaged students, further closing the gap relative to other students in school.	Attendance of disadvantaged students to improve on pre-Covid attendance. Gap of disadvantaged and non-disadvantaged attendance to <b>close to less than 3.0%</b> .
Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	Fewer behaviour incidents to be recorded and the gap to close between disadvantaged and non-disadvantaged pupils: <b>Less than 15%</b> of serious behaviour incidents to be recorded by disadvantaged pupils.
Improved literacy skills of disadvantaged pupils, and engagement in reading.	To see an increase in reading scores in Yr7&8- results from reading tests. Accelerated Reader results. Accelerated Read Word Millionaires to include 50% PP in Year 7&8. Library borrowing figures show and increase in PP pupils taking out books.
Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well.	To be seen in the A8 outcomes of Disadvantaged pupils improve from the last official measure. Proportion of disadvantaged pupils going on to study Level 2 and 3 courses post-16 are in line with the rest of the cohort and an increase in the number of disadvantaged pupils choosing to remain in our sixth form to study A levels. Destinations of PP pupils.

**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/Staffing**

Budgeted cost: £70,114

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
SLT PP lead, T&L briefings, Disadvantaged Pupil Handbook for all staff, MINTCLASS seating planner to be introduced so all staff are clear on who is PP and can strategically plan with knowledge and guidance imparted by SLT lead	<ul style="list-style-type: none"> <li>• Training and expertise in disadvantaged pupils that stems from 'Teaching with Poverty in Mind' and 'Engaging with Poverty in Mind' by Eric Jensen, The Working Class by Ian Gilbert – to be shared through T&amp;L briefings – drip feed approach with staff. <b>Texts are based on educational research into overcoming the barriers that poverty creates for young people in education.</b></li> <li>• A shared understanding of the Pupil Premium Strategy and strategies so that it is consistently applied by all staff so that pupils are targeted effectively in class; challenged and stretched, will lead to better outcomes.</li> </ul>	1 / 2 / 3 / 4	PP Strategy & Mintclass £26,589
Links provision contribution for any pupils in attendance that are PP	<ul style="list-style-type: none"> <li>• Close links between AP and mainstream schools form a major element of effective provision, including that with a preventative focus. Promoting schools' ownership of the young person and their achievements in AP is also important for improved attendance, behaviour and reintegration. Links between AP and mainstream provision can prevent exclusion by offering outreach support for pupils still in mainstream who are experiencing difficulties. AP staff may go into schools to provide additional (outreach) support for pupils and staff, for example extra input and specialist expertise to address young people's behavioural or learning needs <a href="https://www.nfer.ac.uk/publications/APC01/APC01.pdf">https://www.nfer.ac.uk/publications/APC01/APC01.pdf</a></li> </ul>	1 / 2 / 3 / 4	£2,865
Extended Pastoral Team to support PP pupils - 40% of the cost of Pastoral Team members (DM,KD,JG,RF)	<ul style="list-style-type: none"> <li>• Education Endowment Foundation Improving Behaviour in Schools research report suggests that to improve behaviour school should:               <ul style="list-style-type: none"> <li>- Know and understand your pupils and their influences</li> <li>- Use targeted approaches to meet the needs of individuals in your school</li> </ul> </li> </ul> <p>The extended Pastoral Team enables us to know our pupils better, identifying issues and support needed, liaising with teaching staff, parents/carers and outside agencies to ensure pupils are supported.</p>	1 / 2 / 3 / 4	£40,660

## Targeted academic support

Budgeted cost: £13,645

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Brilliant Club	<ul style="list-style-type: none"> <li>Develop key university readiness skills, including <b>critical thinking</b> and <b>meta-cognition</b>.</li> <li>Scholars Programme graduates are almost <b>twice as likely to progress</b> to highly-selective universities (<b>UCAS evaluation, 2019</b>)</li> <li>Robust <b>impact reports</b> showcasing progress towards national education targets</li> </ul>	1 / 2 / 3 / 4	£2000
Literacy strategy and Renaissance Reading – Led by new Literacy co-ordinator at Verulam	<ul style="list-style-type: none"> <li>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year – <b>Education Endowment Foundation</b>.</li> <li>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <b>Education Endowment Foundation</b>.</li> </ul>	1 / 2 / 3 / 4	£3,345
NACE membership and access to resources	<ul style="list-style-type: none"> <li>NACE offers advice, practical resources and CPD to help schools review and improve the quality of policy and provision for more able learners within a context of challenge and high standards for all.</li> </ul>	1 / 2 / 3 / 4	£300
Examination support materials for PP students	<ul style="list-style-type: none"> <li>Available <b>resources</b> and the way they are spent <b>influence</b> students' learning according to a study in a Finnish school. <a href="https://www.oecd.org/education/school/50293148.pdf">https://www.oecd.org/education/school/50293148.pdf</a></li> </ul>	1 / 2 / 3 / 4	£1000

Supplies/materials for PP pupils in practical subjects	<ul style="list-style-type: none"> <li>Available <b>resources</b> and the way they are spent <b>influence</b> students' learning according to a study in a Finnish school. <a href="https://www.oecd.org/education/school/50293148.pdf">https://www.oecd.org/education/school/50293148.pdf</a></li> </ul>	1 / 2 / 3 / 4	£3000
PP Rewards and Peripherals	<ul style="list-style-type: none"> <li>There is evidence that rewards can encourage sustained behaviour change: one review describes them as a 'central component' of habit formation (Wood and Neal, 2016, p.73)</li> </ul>	1 / 2 / 3 / 4	£2000
Funding of trips/visits	<ul style="list-style-type: none"> <li>The study by Wikeley and others (2007) as part of the JRF Education and Poverty Programme supports the findings of, for example, Lauer et al., (2006) of the importance of out-of-school activities for educational outcomes. Lauer et al. carried out a meta-analysis of out-of-school provision in the US; they found that all students, but in particular at-risk ones, benefited academically from inclusion in out-of-school social and academic interventions. Wikeley et al. (2007) interviewed 11 and 14-year olds, and found that all children gained from being involved in out-of-school formal activities in a variety of ways that made them learning experiences. Their study showed that children from families in receipt of Free School Meals participate in fewer formal out-of-school activities for several reasons: costs, access, limited knowledge about how to become involved and perceptions of self as an attendee. They argue that this exclusion increases the disadvantage faced by children from poorer families in more formal learning environments like school.</li> </ul>	1 / 2 / 3 / 4	£2000

## Wider strategies

Budgeted cost: £25,895

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Attendance Service	<ul style="list-style-type: none"> <li>Attendance at school has been proven to have a direct correlation with achievement. In order to ensure that disadvantaged pupils are encouraged to attend, our attendance officer / HOY / FTs act swiftly to liaise with parents and to follow up on any absence.</li> </ul>	1 / 2 / 3 / 4	£5,200
Smile-ing Boys Project	<ul style="list-style-type: none"> <li>Kay Rufai photography project with Year 9 PP boys.</li> <li>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – <b>Education Endowment Foundation</b></li> <li>Arts Participation – EEF Toolkit details participation in arts projects adds +3 months to participants progress at a low cost to the school</li> </ul>	1 / 2 / 3 / 4	£1000
Kiyan Prince Foundation	<ul style="list-style-type: none"> <li>Kiyan Prince Foundation Y11 will have a 50-minute presentation on positive life choices. Following this, 12 targeted students will begin a 12 week programme with him</li> <li>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – <b>Education Endowment Foundation</b></li> <li>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. <b>Education Endowment Foundation</b></li> </ul>	1 / 2 / 3 / 4	£4,800
KickOff@3 1-1 mentoring/coaching workshops	<ul style="list-style-type: none"> <li>1-1 mentoring by KickOff@3 for PP pupils whose behaviour is of concern</li> <li>10 week programme for identified pupils to involve them in community events and making more positive life choices</li> <li>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – <b>Education Endowment Foundation</b></li> </ul>	1 / 2 / 3 / 4	£4,200

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Behaviour, welfare and support services (75% of the cost of a family support worker) and the Pastoral Support Service	<ul style="list-style-type: none"> <li>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – <b>Education Endowment Foundation</b></li> </ul>	1 / 2 / 3 / 4	£6,694
Counselling – contribution towards whole school counselling support 50%	<p>School-based counselling might impact young people's capacity to study and learn. Previous research has indicated that counselling in schools has an indirect positive impact on academic achievement. A mixed methods approach, using a semi-structured qualitative interview and a brief rating scale, was employed with 21 young people who have been recipients of school-based counselling in the UK. The findings from the interviews were analysed thematically. All participants felt counselling had in some way benefited their studying and learning. Counselling was perceived by clients as positively impacting upon their academic achievement by improving their concentration, motivation to study and attend school, behaviour in class and relationships with teachers. The findings replicate evidence from previous research that school-based counselling indirectly benefits young people's capacity to study and learn.</p> <p><i>The impact of school-based counselling on young people's capacity to study and learn</i> (November 2012) <a href="#">British Journal of Guidance and Counselling</a> 40(5):499-514</p>	1 / 2 / 3 / 4	£4000

**Total budgeted cost: £109,653**



## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 5 years in key areas of the curriculum. EBacc entry was 80%, which is higher than in the previous 5 years, but 6% below the target we had aimed for.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 5 years at 92.72%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 10.26% higher than their peers and persistent absence 32.79% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## Further information (optional)

See Appendix 1: full plan and breakdown

### Appendix 1

Intervention / Strategies	Proposed Budget Allocation (£)
<b>Staff salary costs</b>	
Pupil Premium Strategy – SLT	26,589
Pastoral Team	40,660
Links contribution	2,865
<b>Targeted Academic Support</b>	
Examination Support materials for PP	1,000
Brilliant Club	2,000
Renaissance Reading Scheme	3,345
PP Rewards/Peripherals	2,000
NACE	300
Supplies for PP pupils in practical subjects	3,000
Funding of trips and visits*	2,000
<b>Wider Strategies - attendance, behaviour, wellbeing</b>	
Behaviour and welfare support services	6,694
Counselling	4,000
Attendance Service	5,200
SMILING – Boys Project	1,000
Kiyari Prince Foundation	4,800
<a href="#">KickOff@3</a>	4,200
<b>Total Pupil Premium Allocation 2021-2022</b>	<b>109,825</b>