

## Pupil premium strategy statement 2023 to 2024

This statement details our school's use of pupil premium 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	1055
Proportion (%) of pupil premium eligible pupils	14.98% 120 students
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	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Julie Richardson
Pupil premium lead	Phyllis Avery
Governor / Trustee lead	Bola Macarthy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,118
Recovery premium funding allocation this academic year	£17,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£136,808</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive school, our intention is to provide an aspirational 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 through tracking, planning and targeted support and intervention. The interventions are research based. We aim to provide all pupils with 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 students is lower than other students in the school. Attendance data:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #fce4d6;"></th> <th style="background-color: #fce4d6;">2018-19 (pre-pandemic)</th> <th style="background-color: #fce4d6;">2021-2022</th> <th style="background-color: #fce4d6;">2022-2023</th> <th style="background-color: #fce4d6;">2023-2024</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fce4d6;">Non-disadvantaged</td> <td style="text-align: center;">94.53%</td> <td style="text-align: center;">91.18%</td> <td style="text-align: center;">92.32%%</td> <td></td> </tr> <tr> <td style="background-color: #fce4d6;">Disadvantaged</td> <td style="text-align: center;">91.19%</td> <td style="text-align: center;">84.29%</td> <td style="text-align: center;">87.43%</td> <td></td> </tr> </tbody> </table>					2018-19 (pre-pandemic)	2021-2022	2022-2023	2023-2024	Non-disadvantaged	94.53%	91.18%	92.32%%		Disadvantaged	91.19%	84.29%	87.43%										
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2	<p>Historically there are proportionally more negative incidents regarding poor behaviour and poor attitudes towards learning involving disadvantaged students.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #fff9c4;">04/09/23-19/07/24</th> <th style="background-color: #fff9c4;">No. E8/E9</th> <th style="background-color: #fff9c4;">No. Students</th> <th style="background-color: #fff9c4;">Repeat students</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fff9c4;">Totals E8/E9</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>----- students = — SEN (%), ----- PP( %) (----- students SEN and PP (%))</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #fff9c4;">05/09/22-22/07/23</th> <th style="background-color: #fff9c4;">No. E8/9</th> <th style="background-color: #fff9c4;">No. Students</th> <th style="background-color: #fff9c4;">Repeat students</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fff9c4;">Totals E8/E9</td> <td style="text-align: center;">159</td> <td style="text-align: center;">85</td> <td style="text-align: center;">35</td> </tr> </tbody> </table> <p>85 students = 18 (21%) SEN, 21 PP( 24.7%) (7 (8.2%) students SEN and PP)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #fff9c4;">02/09/21-20/07/22</th> <th style="background-color: #fff9c4;">No. E8/9</th> <th style="background-color: #fff9c4;">No. Students</th> <th style="background-color: #fff9c4;">Repeat students</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fff9c4;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				04/09/23-19/07/24	No. E8/E9	No. Students	Repeat students	Totals E8/E9				05/09/22-22/07/23	No. E8/9	No. Students	Repeat students	Totals E8/E9	159	85	35	02/09/21-20/07/22	No. E8/9	No. Students	Repeat students				
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	Totals E8/E9	241	96	37
	96 students = 18 SEN (18.75%), 22 PP (23%) ( students 10 (10.4%) SEND & PP)			
3	Disadvantaged students experience of the rewards/sanctions system:			
	Disadvantaged students' ratio of House points to sanctions 2023-2024	Non-disadvantaged students' ratio of House points to sanctions 2023-2024		
	Disadvantaged students' ratio of House points to sanctions 2022-2023	Non-disadvantaged students' ratio of House points to sanctions 2022-2023		
	2.35:1	5:1		
	Disadvantaged students' ratio of House points to sanctions 2021-2022	Non-disadvantaged students' ratio of House points to sanctions 2021-2022		
	1.9:1	4.8:1		
4	Historically disadvantaged students have lower literacy skills on entry in Year 7:			
	Students entering school in September 2023			
	Mean SAS (CATs) Disadvantaged Students 2023 entry	Mean SAS (CATs) Non-Disadvantaged Students 2023 entry		
	98.42	105.15		
	Students entering school in September 2022:			
	Mean SAS (CATs) Disadvantaged Students 2022 entry	Mean SAS (CATs) Non-Disadvantaged Students 2022 entry		
	96.27	105.9		
	Students entering the school in September 2021:			
	Mean SAS (CATs) Disadvantaged Students 2021 entry	Mean SAS (CATs) Non-Disadvantaged Students 2021 entry		
	99	108		

## 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 close to less than 3.0%
Improved behaviour of disadvantaged students, further closing the gap relative to other students in school	Fewer behaviour incidents recorded and the gap to close between disadvantaged and non-disadvantaged pupils: Less than 15% of serious behaviour incidents recorded by disadvantaged pupils.
Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so that they can attain well	To be seen in the A8 outcomes of disadvantaged pupils which should show that they have improved from the last official measure. Proportion of disadvantaged pupils going on to study Level 2 and 3 courses post-16 to be in line with the rest of the cohort and an increase in the number of disadvantaged pupils choosing to remain in our Sixth Form. Destinations for PP students to be aspirational with no NEETs.
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 Reader Word Millionaires to include 50% PP in Year 7&8. Library borrowing figures show an increase in PP pupils taking out books.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £66,268.40

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
SLT PP lead, T&L briefings, MINTCLASS seating planner continued so all staff are clear on who is PP and can strategically plan with knowledge and guidance imparted by SLT	<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. Texts are based on educational research into overcoming the barriers that poverty creates for young people in education.</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</li> </ul>	3	£30,779.93

PP lead	effectively in class; challenged and stretched, will lead to better outcomes.		
Links provision contribution for any pupils in attendance that are PP. Also contribution of cost for attendance officer to monitor attendance.	<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	£5,200 contribution to attendance management including £2865 Links provision contribution
Extended Pastoral Team to support PP pupils - contribution of the cost of Pastoral Team members DM, RB and Behaviour Manager	<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>	2 and 3	£30,288.47

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

Budgeted cost: £43,917.60

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 critical thinking and meta-cognition.</li> <li>Scholars Programme graduates are almost twice as likely to progress to highly-selective universities (UCAS evaluation, 2019)</li> <li>Robust impact reports showcasing progress towards national education target.</li> </ul>	3	£2,000
Literacy strategy and Renaissance Reading – Led by Literacy Lead 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 – Education Endowment Foundation.</li> <li>The average impact of reading comprehension strategies</li> </ul>	1, 2,3 and 4	£3617.60 subscription from 1/2/2023 - 31/1/2025 and £914.93 for learning lab (Flash Academy))

	is 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. Education Endowment Foundation		
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>	4	£300
Examination support materials for PP students	<ul style="list-style-type: none"> <li>Available resources and the way they are spent, influences 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	£2,000
Supplies/materials for PP pupils in practical subjects. Also supplying and repairing where necessary BYOD to PP students	<ul style="list-style-type: none"> <li>Available resources and the way they are spent influence 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	£16,000
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>	3	£2,000
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	£18,000

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

Budgeted cost: £26,622

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
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 – Education Endowment Foundation</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	£2,000
Kiyon Prince Foundation	<ul style="list-style-type: none"> <li>• Kiyon Prince Foundation Y11 will have a 50-minute presentation on positive life choices.</li> </ul> <p>Following this, 12 targeted students will begin a 12 week programme with him</p> <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 – Education Endowment Foundation</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. Education Endowment Foundation</li> </ul>	1,2,3	£6,375
Sixth Form mentoring/coaching workshops	<ul style="list-style-type: none"> <li>• 1-1 mentoring by Sixth Form tutors for PP pupils</li> <li>• This programme will help them to make the right choices and also to have more of a focus on their academic work.</li> <li>• Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – Education Endowment Foundation</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. Education Endowment Foundation</li> </ul>	1,2,3,4	£4,200
Behaviour, welfare and support services (75% of the cost of a family support worker) and	<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</li> </ul>	1,2,3	£5,047

the Pastoral Support Service	problematic behaviours – Education Endowment Foundation		
Counselling – contribution towards whole school counselling support 50%	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The impact of school-based counselling on young people's capacity to study and learn (November 2012) British Journal of Guidance and Counselling 40(5):499-514</li> </ul>	1,2,3	£9,000

**Total budgeted cost: £136,808**



## 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 2022 to 2023 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

This year is the final year of this three year strategy. As a result of Covid, attendance has been a key area for improvement in this strategy. At the start of this three year strategy attendance was down by 3% for non-disadvantaged and 7% for disadvantaged students. This is in part due to recovery from the pandemic. In year one of this strategy the gap between non-disadvantaged and disadvantaged students was 4% this was a significant improvement on previous years. In the last year the gap between non-disadvantaged and disadvantaged 4.89%, however the attendance of both non-disadvantaged and disadvantaged students improved: disadvantaged student attendance improved by 3.14% on last year and non-disadvantaged student attendance improved by 1.14%. As at the end of year two of this strategy, non-disadvantaged students are 2.21% from the attendance achieved in the year 2018-1019 and disadvantaged students are 3.76% away.

With regard to behaviour, the number of E8s and E9s has a downward trend. In year 1 of this strategy there were 96 students who were given E8/9 sanctions, last year this had reduced to 85. However, the number of those who have SEND needs and/or are disadvantaged remains very similar, making the percentage of those with SEND needs and/or are disadvantaged greater. Our focus this year is on working specifically with the students who have multiple numbers of E8s/9s.

Alongside a focus on attendance, improving behaviour and literacy/positive learning experiences has been supported by the innovative support key students received via the Kiyam Prince Foundation and the Smile-ing Boys Project. Year three of this strategy will see the continuation of our collaboration with the Kiyam Prince Foundation and the creation of a 1-2-1 mentoring programme for our PP students. This will involve Sixth Form students trained to carry out this role. This is a research based approach. In addition, the Smile-ing Boys Project (Year 9 black students are invited to take part in this project) will continue this year. In addition, we will be taking part in the Scholars' Programme with the Brilliant Club. Our Year 9 cohort for this programme will consist of 71% disadvantaged students.

All of these initiatives are working not only on behaviour but also on self-image and self esteem

giving students a greater feeling of self-worth which in turn motivates some to engage more positively with school and education. In addition, to the above initiatives disadvantaged students have been actively encouraged to take part in residential trips. These trips provide social and cultural experiences that enrich lives and widen horizons and encourage students to be more aspirational. We measure the impact of our initiatives in a variety of ways including focus groups, the PASS surveys carried out termly, changes to behaviour and attendance and engagement with counselling where appropriate and/or greater engagement with school life in terms of lesson attendance and extra curricular activity attendance. We also monitor social engagement with peers and staff through our pastoral system and the relationship our students have with their form tutors and pastoral assistants.

## 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
Kiyan Prince Foundation programme	Kiyan Prince Foundation
Accelerated Reader	Renaissance Learning
The Scholar's Programme	Brilliant Club

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*