

Pupil Premium strategy statement

The Cornelius Vermuyden School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	778
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	09/23
Date on which it will be reviewed	09/24
Statement authorised by	Mr I Hockey - Headteacher
Pupil premium lead	Ms M Sully
Governor / Trustee lead	Mr J Dodd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,828
Recovery premium funding allocation this academic year	£73,554
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£12,273
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£361,655

Part A: Pupil premium strategy plan

Statement of intent

The Cornelius Vermuyden School intends to ensure that disadvantaged students have an excellent educational experience where all have the ability to develop to their fullest potential resulting in positive outcomes and post 16 appointments. This quality of education will be demonstrated via the engagement of students with the curriculum, their enjoyment of school life and their aspirations for the future.

Following an analysis of our students we will implement a 3 year strategy plan which will be designed to overcome specific, relevant barriers to our disadvantaged pupils which will include bespoke and individualised support.

We want to ensure that all staff understand that students are not at risk of underachievement because of any label, rather it is because of socioeconomic disadvantage on their learning. In many cases the impact of this starts before birth and so it is crucial that as a school, we take a long- term view to interventions. The earlier we intervene the better.

Use of funding will be informed by the DFE's guidance and current educational research focusing on EEF guidance with a view to close and ultimately remove the gap between disadvantaged and non-disadvantaged students as well as to provide essential experiences and opportunities for their development.

The key challenges to be addressed are focused on the menu of approaches provided by the DFE and fall into the below areas:

- Quality first teaching
- Behaviour for learning
- Attendance
- Parental engagement
- Cultural capital

Through the successful implementation of our pupil premium strategy plan we will work towards supporting our disadvantaged students in key areas with the intention that non-disadvantaged pupils' attainment will also be sustained or improved.

Our strategy is informed by the schools' mission:

'To provide high quality education in a safe, respectful, and inclusive environment that builds a foundation for life-long learning'.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Reading Age.</u></p> <p>Following school based reading age assessments at KS3 in July 2023 the average reading ages of PPG students versus non-PPG students were:</p> <p>Year 7 PPG - 9.4 Non PPG - 10.6</p> <p>Year 8 PPG – 10.55 Non PPG - 12</p> <p>Year 9 PPG - 11.26 Non PPG – 12</p> <p>This highlights a significant gap in reading age between PPG students and that of non-PPG students. This gap impacts their ability to access the curriculum and therefore can restrict progress in all subjects.</p>
2	<p><u>Pupil premium progress within maths</u></p> <p>KS3: Results from the last academic year highlight a gap between PPG students and the rest of the cohort within maths. In terms of students on or above their target grade, PPG students ended the academic year with a lower percentage of students attaining on or above their target in comparison to that of the main cohort.</p> <p>KS4: Results at KS4 show that: PPG progress 8 = -1.19 Non-PPG progress 8 = -0.55 Showing a 0.64 difference</p>
3	<p><u>Pupil premium progress within English</u></p> <p>KS3: Results from the last academic year highlight a gap between PPG students and the rest of the cohort within English. In terms of students on or above their target grade, PPG students ended the academic year with a lower percentage of students attaining on track or above track in comparison to that of the main cohort.</p>

	<p>KS4:</p> <p>Results at KS4 show that</p> <p>PPG – 1.44 (Lang) -1.47 (lit)</p> <p>Non-PPG – 0.76 (Lang) -0.68 (lit)</p> <p>Difference 0.68 (Lang) and 0.79 (Lit)</p>
4	<p><u>Pedagogy – Quality of Teaching</u></p> <p>Developing high quality teaching, assessment and curriculum which responds to the needs of pupils is the most important tool to improve pupil attainment. This is not just to support lower attainers, but to stretch and challenge the higher attainers who are not making required progress. Evidence shows that PPG eligible students among the highest performers at KS2 are more likely than their non- eligible peers to fall behind by KS4 which is highlighted in our context.</p> <p>SPI</p> <p>22/23 – PPG upper -1.93</p> <p>22/23 – Non-PPG upper -0.55</p> <p>Current year 11 cohort predictions:</p> <p>23/24 – PPG Upper -2.5</p> <p>23/24 – Non-PPG upper -1.47</p>
5	<p><u>Supporting attendance</u></p> <p>The end of the 22/23 school year highlighted a significant gap between PPG and non-PPG students in terms of overall attendance:</p> <p>PPG 82.63% non-PPG 89.66%</p>
6	<p><u>Supporting well being</u></p> <p>Internal assessments (including PASS psychometric testing), observations of students and discussions with students and families have identified an increasing number of social and emotional issues for many of our students with disadvantaged pupils particularly affected, reflected in referrals made.</p> <p>In the year 22/23 55% of small group referrals were for disadvantaged students which again is a disproportionate amount. As we look forward to the coming year, 96% of our Cavs, family mentoring service referrals are for PPG students, demonstrating an ongoing need to focus in this area.</p>
7	<p><u>Parental engagement</u></p> <p>Parents evening attendance indicates that PPG families attendance is lower and professional conversations with teachers indicate that PPG families are often harder to make personal contact with and arrange meetings.</p> <p>In our first parents evening of this year 51% of parents who had not booked an appointment were those of PPG students.</p> <p>Parental engagement supports in the identification of non-academic challenges and if parents/carers do not engage with the school it results in them not being well informed or provided the support they need to support at home.</p>
8	<p><u>Behaviour for learning/ Attitude to learning</u></p> <p>PPG students are currently overrepresented in terms of behaviour points. This is demonstrated by an analysis showing that 52% of our top 50 students for</p>

	<p>behaviour points are accounted for by PPG students despite only making up 33.9% of the schools cohort.</p> <p>In addition, PPG are underrepresented in terms of achievement points. This is demonstrated by an analysis of our top 50 students for achievement points which shows that only 16% are PPG despite making up 33.9% of the schools cohort.</p>
9	<p><u>Cultural capital</u></p> <p>Historically, PPG students at Cornelius do not attend extra-curricular activities or participate in other organised events/ trips opportunities at the same level as our non-PPG cohort.</p> <p>Our intention is to remove barriers to social mobility which is more evident amongst the PPG cohort.</p> <p>Increasing extra-curricular experiences and opportunities for students provides pupils with the opportunity to develop the knowledge, language and intellectual skills required to be educated citizens therefore needs to develop in our context.</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
<p>1. <u>Reading</u></p> <p>Improved reading comprehension among disadvantaged pupils across KS3 and KS4</p>	<ul style="list-style-type: none"> Gap between PPG and non-PPG students average reading age narrowed at KS3. Teachers to recognise improvement in reading through engagement in lessons and outcomes of assessments
<p>2. <u>Pupil premium progress within maths.</u></p> <p>Improving the progress of PPG students in maths focusing on KS4 outcomes and EOY assessments at KS3.</p>	<ul style="list-style-type: none"> KS3 - Percentage of PPG students demonstrating below 'substantial' knowledge compared with non-PPG students has narrowed across the year. KS4 – Gap between PPG student's progress 8 score and non-PPG students' progress 8 to have narrowed.
<p>3. <u>Pupil premium progress within English</u></p> <p>Improving the progress of PPG students in English focusing on KS4 outcomes and EOY assessments at KS3</p>	<ul style="list-style-type: none"> KS3 - Percentage of PPG students demonstrating below 'substantial' knowledge compared with non-PPG students has narrowed across the year. KS4 – Gap between PPG student's progress 8 score and non-PPG

	students' progress 8 to have narrowed.
<p>4. <u>Pedagogy – Quality of Teaching</u> To provide a consistent implementation of delivery, assessment and CPD targeted to improve the progress and outcomes of disadvantaged students across the curriculum.</p>	<ul style="list-style-type: none"> • HOD and SLT QA around the READ cycle and 'Corver' principles highlights high quality teaching and learning. • Gap is narrowed in progress between, eligible students among the highest performers at KS2 and their non-eligible peers by the end of KS4. • A programme of continuous and sustained professional development for all staff is designed and, initial implementation begun, to address the identified disparities
<p>5. <u>Supporting attendance</u> Percentage of absence gap between PPG and non-PPG students is narrowed.</p>	<ul style="list-style-type: none"> • Overall absence and persistent absence rate of PPG students compared to that of the non-disadvantaged cohort to narrow to 3% or better.
<p>6. <u>Supporting well being</u> To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> • Social emotional and mental health needs of disadvantaged students are supported and met. • Qualitative data from student voice, student and parent surveys and teacher observations indicate high levels of well-being.
<p>7. <u>Parental engagement</u> Parents of disadvantaged students feel well supported by the school and can take a positive role in their child's education.</p>	<ul style="list-style-type: none"> • Parents of PPG students to attend parents' evenings and parent forums at a higher percentage. • Qualitative data shows that families feel well supported and in turn are equipped to support their child's learning.
<p>8. <u>Behaviour/ attitude to learning</u> Gap between disadvantaged student's behaviour data and non-PPG students data to have narrowed.</p>	<ul style="list-style-type: none"> • Gap narrowed in achievement points, behaviour points and internal/ fixed term exclusions awarded between PPG and non-PPG cohorts. • Discussions with teachers/ students and parents/carers indicate a positive attitude to learning and contribution to the learning environment.
<p>9. <u>Cultural capital</u> Increased opportunities for events which are designed to increase cultural capital and, engagement in these activities from our disadvantaged cohort increases.</p>	<ul style="list-style-type: none"> • Attendance to extra-curricular events demonstrates that the gap between the percentage of PPG students and non-PPG students who participate in enrichment and extra-curricular

	<p>activities including clubs, house competitions, student leadership opportunities, trips and events is narrowing.</p> <ul style="list-style-type: none"> Engagement from PPG cohort with the careers programme, life skills sessions and work experience days when offered is monitored and encouraged.
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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: £ [217,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop and embed our 'Corver' reading strategy including:</p> <ul style="list-style-type: none"> The use of standardised diagnostic reading, spelling and fluency assessments. Training support staff to run intervention during whole school reading time Training teaching staff to implement the whole school reading strategy in their respective subject areas. Utilising our Literacy specialist to develop literacy in a subject specific environment. 	<p>Evidence from the EEF states that effective reading comprehension strategies can add up to 6 months additional progress. When reading comprehension strategies focus on learners' understanding of written text and when pupils are taught a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English</p> <p>Word-gap.pdf(oup.com.cn)</p>	1,2,3,4

<ul style="list-style-type: none"> • Targeted interventions to support language development and literacy (and with SEND) • Teaching assistance deployment and interventions 		
<p>Professional development for teaching staff with PPG being a theme that runs through all CPD. A focus on all staff understanding the needs of the disadvantaged students that they teach. Including the progress of higher ability students in the eligible cohort.</p>	<p>Evidence from the EEF indicates that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.</p> <p>The EEF's 'effective professional development' guidance report.</p>	1,2,3,4, 8
<p>Continue to develop metacognitive and self-regulatory teaching using our READ strategy, homework strategies and our 'Corver 9' principles via CPD, development of homework resources educational resources to support our learning principles, teacher training time as well as support and release time to develop practice.</p>	<p>The EEF states that the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Our aim is to embed this in our everyday curriculum through our READ strategy.</p>	2,3,4

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

Budgeted cost: £ [53,954]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Contribution to school led tutoring and other small group/ 1:1 provision with a focus on maths and English. Utilise numeracy and literacy specialists to provide intervention in the classroom or as a small group alongside the class. A significant proportion of the pupils targeted will be disadvantaged and intervention will be focussed towards students that have been identified through subject gap analysis as being most educationally disadvantaged. 	<p>EEF evidence shows that small group tuition (+4 months) is effective and, as a rule of thumb, the smaller the group the better.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support how low attaining pupils or those falling behind 1:1 and in small groups:</p> <p>One to one tuition – EEF</p> <p>Small group tuition – toolkit strand - EEF</p> <p>We will therefore follow the guidance of the DFE with the school led tuition programme and use 1:3 tutoring to supports students most at need.</p> <p>The Sutton trust states that the Covid 19 pandemic has likely had the greatest negative impact on our most vulnerable students therefore, additional tuition to reduce the impact on their learning could be provided online or face to face.</p> <p>DFE guidance 2023 – discusses the impact of the pandemic on reading and maths describing them as the ‘cornerstones of a broad, academic, knowledge- rich curriculum’</p>	1,2,3,6,8
Post holder overseeing literacy intervention.	EEF guidance – improving literacy in secondary schools.	1,2,3,4,6,8,
Support from Lead Practitioner of reading and librarian to oversee strategies to foster a love of reading targeted at PPG	Reading comprehension strategies can have a positive impact on pupil's ability to understand a text, and this is particularly the case when interventions are delivered over a short time span.	
Literacy based interventions (DART) to encourage the enjoyment of reading and developing weaker readers. comprehension.	Reading comprehension strategies - EEF	

Continue delivery and training of connexions level 6 careers advice to all students, with early support for disadvantaged students starting in year 10.	<p>The EEF backed review “An international Literature review: Careers Education” found that across nearly 100 studies, teenagers who have a good understanding of what they need to do to achieve their careers ambitions do a lot better economically later in life than their peers.</p> <p>They found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.</p>	6,9
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [90,701]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued financial support for an onsite counsellor to assist with students that are identified by our wellbeing survey and behaviour specialist to further support social and emotional behaviour	<p>Social and emotional learning approaches have a positive impact (on average + 4 months) additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interactions between students.</p> <p>This is further supported by the EEF which states that both targeted interventions and universal approaches has positive overall effects (+4 months).</p> <p>Our own data and experiences from using PASS (psychometric testing) in previous cohorts has helped us identify those students who may require support and discuss available options with their families.</p>	5,6,8
Implementation of an engaging and accessible enrichment programme focussed on the participation of	The social mobility commission report ‘an equal playing field’ reviewed a variety of evidence which suggested that engaging extra-curricular activities have a positive impact on educational	5,6,8,9

all disadvantaged students including financial support for educational trips.	outcomes, attendance, educational aspirations and general wellbeing.	
Continued employment of attendance ambassadors to challenge attendance and do community outreach. Improve established attendance systems to incorporate the new 'Lets talk we miss you' literature.	'Lets talk we miss you' – best practise guidance for maximising school attendance. DFE improving schools' attendance: Support for schools and local authorities, outlines a range of strategies that help to improve attendance. Our own data shows a close correlation between good attendance and making good progress.	5
Provide opportunities for increased parental engagement.	The EEF states that levels of parental engagement are consistently associated with improved academic outcomes. EEF toolkit "Parental engagement" reports a positive impact on progress of + 4 months. A plan must be devised to engage all parents to avoid widening attainment gaps. EEF guidance report 'Working with parents to support Children's learning'	1,2,3,5
Contingency fund for acute issues	Based on our experiences and those of similar school to ours, we have identified a need to set funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ [361,655]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

Improved reading comprehension among disadvantaged pupils across KS3 and KS4

An analysis of reading progress data for 22/23 demonstrates that (despite there being some exceptional examples of individual progress in this area) on average, comprehension among our disadvantaged cohort when considering their average reading age did not improve significantly:

Year 7

Autumn 22 – 9.3

Summer 23 – 9.4

Year 8

Autumn 22 – 10.4

Summer 23 – 10.55

Year 9

Autumn 22 – 10.55

Summer 23 – 11.26

SLT QA reported that promotion of literacy in the classroom was mastering or excelling in 91% of lessons and there was a significant focus on programmes to further support reading comprehension in our disadvantaged cohort with participation in the below programmes high for our disadvantaged students:

- National Literacy Trust Empower programme
- Words that Count programme
- Cornelius Vermuyden Reading ambassadors
- Cornelius Vermuyden writing club (Creative Minds), Debate club and Book Club.

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects

In Summer 2023:

- 41.7% of our disadvantaged pupils entered the English Baccalaureate (Ebacc). This has surpassed our target of 40% or more.
- The attainment 8 data (which is a measure of GCSE attainment across 8 subjects) was 30.67 down from 38.34 in 2022 and does not reach our target of 40.0

Improved metacognitive and self - regulatory skills among disadvantaged pupils across all subjects

An analysis of SLT QA data demonstrates that teaching and learning standards remained at 82% or above across the CV9 learning principles of creating challenge, setting clear success criteria, progress, questioning, promotion of literacy and a positive climate for learning.

Homework completion was closely monitored throughout the year and student and parental contact and meetings were held for those who persistently did not complete.

To achieve and sustain improved wellbeing for all pupil, including those who are disadvantaged.

Our data indicates that challenges around wellbeing and mental health remain high, with the impact on disadvantaged students being highlighted. Referral rates for PPG students are disproportionately high in comparison to the rest of the cohort.

Participation in extra-curricular events and opportunities started high at the beginning of the year but then trailed off. With the appointment of post holder to specifically promote participation in these areas we are confident that this will be an area that grows next year.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

The end of the 22/23 school year highlighted a significant gap between PPG and non -PPG students in terms of overall attendance:

PPG 82.63% non-PPG 89.66%

The results of this analysis indicate that we have not achieved the outcomes that we set out to achieve by this academic year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year as set out in the 'Activity this academic year' section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated reader	Rennaisance
The Brilliant Club Scholars programme	The Brilliant club
MyTutor	MyTutor

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

We commissioned an external review of our PPG strategy in March 2023 to get an independent perspective on our strategy and inform our planning for the coming 3 years.

Ultimately, the findings of this review were positive recognising the following:

'The school operates a broad and inclusive definition of disadvantage which goes beyond the eligibility criteria for pupil premium. Leaders recognise that disadvantage can be caused by a variety of factors and, therefore, set out to meet all students' needs regardless of any category students may fall into'.

'The review of outcomes for the previous academic year provides objective data showing gains in reading comprehension skills for disadvantaged pupils, and improved examination results, with the school comparing well with local authority averages in terms of progress measures'.