



DHJS Pupil premium Strategy Statement 2021-22

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	Dulwich Hamlet Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	38/360= 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Purcell - Headteacher
Pupil premium lead	Rachel Evans – Assistant Headteacher
Governor / Trustee lead	Cat de Jongh - Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,110
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,765

Part A: Pupil premium strategy plan

Statement of intent

At Dulwich Hamlet our key principles for pupil premium funding are:

- To ensure that all children, irrespective of their background or the challenges they face, make excellent progress and achieve to their maximum capacity, closing the gap with non-disadvantaged peers
- To provide equity for disadvantaged children, both in the classroom and beyond
- To ensure that no child is left behind and that issues are addressed quickly and effectively

The approaches that we have adopted complement each other to help all children maximise their attainment and experiences. The current plan implements these objectives through:

- Ensuring that all pupil premium children are challenged in their learning, including the higher attainers
- Prioritising the emotional well-being of pupil premium children
- Prioritising funding to support the physical needs of children and their families where necessary
- Prioritising funding to ensure that all pupil premium children access a wide range of life experiences and extra-curricular opportunities

Challenges

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

Challenge number	Detail of challenge
1	There is a significant percentage of pupil premium and SEND crossover across the school (currently 30% of PP are also on the SEND register) which means it is difficult to close the gap between PP and non-disadvantaged peers attaining at the expected standard.
2	While attendance is historically high (96%+) and punctuality levels low at DHJS when compared to national figures, pupil premium rates (while still higher than national figures) are below those of their non-disadvantaged peers at DHJS.
3	Our assessments, observations and discussions with families show that many of our disadvantaged children have been disproportionately impacted by the

	school closures of the last two years. These findings are backed up by a number of national studies on school closures.
4	Our assessments show that there are underlying social and emotional difficulties for many of our disadvantaged pupils, especially based around attachment, a lack of enrichment opportunities, and access to rich spoken and written vocabulary, exacerbated by school closures.
5	For some, there has been limited access to funds for physical needs eg: clothes and foods, and academic needs such as books and online learning equipment

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
Progress for disadvantaged children is at least as good as for their advantaged peers, and in most cases is better.	End of term data shows PP children making accelerated progress across the year so that gaps are narrowed.
Improved reading, writing and maths attainment among disadvantaged pupils	KS2 outcomes show PP children achieving in line with non-disadvantaged children nationally, closing the gap with their DHJS peers.
Teachers ensure that their disadvantaged children are supported to make accelerated progress	Teachers know how to support the children in their class and talk knowledgeably about their disadvantaged children in pupil progress meetings.
Improved vocabulary for disadvantaged children	A wide vocabulary is evident in the speech and written work of PP children, as evidenced in class (reported by teachers), book looks, standardised testing and visibility of PP children in speaking opportunities eg: assemblies, pupil voice activities and school celebration events
Improved attendance for disadvantaged children	Attendance for disadvantaged children is in line with their non-disadvantaged DHJS peers each half term.
Families are supported in practical ways to ensure that all physical needs are met.	Children arrive in the classroom prepared for the day and ready to learn. Families report feeling able to speak to the school about their needs.
Children achieve and sustain wellbeing and good emotional literacy.	Children report good mental health and wellbeing (pupil voice survey) Increased participation in enrichment and extra-curricular activities for PP children. Reduction in referrals for behaviour issues of PP children.

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: £13,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised testing. Training for staff to ensure correct administration, interpretation and next step planning	Standardised tests can provide reliable insights into specific strengths and weaknesses of individual pupils, ensuring that interventions and support are accurately targeted. DfE: Primary assessment in England	1,3,4
Implementation of 'Year of Writing' strategy across the school (see SDP)	Teaching writing composition strategies through modelling and supported practice Developing pupils' transcription and sentence construction skills through extensive practice. EEF evidence review: Improving Literacy in KS 2	1,3,4
Introduction of linguistic phonics approach to spelling to secure stronger phonics attainment for all children	Phonics approach indicates a positive impact on the accuracy of word reading and spelling, particularly for disadvantaged children. EEF toolkit: Phonics	1,3,4
Continue to embed whole school approach to mastery maths teaching – maths hub and NCETM	Approach supported by evidence: EEF evidence review: Mathematics in Key Stage 2 and 3. EEF evidence review: Identifying the characteristics of more effective professional development	1,3,4
Support for ECTs and mentoring	ECT offer and national requirements EEF evidence review: Identifying the characteristics of more effective professional development	1,3,4

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

Budgeted cost: £28,165.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading and phonics support targeted at disadvantaged children.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. EEF toolkit: Phonics EEF guidance report: Making best use of teaching assistants	1,3
Small group, school-led writing tutoring to address gaps post school closures	Teaching writing composition strategies through modelling and supported practice Developing pupils' transcription and sentence construction skills through extensive practice EEF guidance report: Improving Literacy in KS 2. EEF toolkit: Small group tuition EEF guidance report: Making best use of teaching assistants	1,3
Small group maths tutoring: Third Space Catch-up Year 5 group Intensive calculations group – Year 6	EEF evidence review: Mathematics in KS 2 and 3. EEF toolkit: Small group tuition EEF guidance report: Making best use of teaching assistants	1,3
1:1 conferencing with class teacher for all PP children to set targets and improve metacognition	EEF toolkit: Metacognition and self-regulation strategies	1,3,4

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

Budgeted cost: £25,600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to wrap around care, educational visits,	Internal evidence demonstrates the necessity to provide opportunities to	2,4,5

music lessons residential and club provision	increase cultural capital for our PP children, closing the gap between their non-disadvantaged peers. EEF guidance review: Arts education review	
Focus on developing attendance of target groups and individuals	DfE guidance: Improving school attendance – support for schools EEF REA: Attendance	2
Provision of school uniform packs for PP children in Y3 and Y5	Internal evidence demonstrates the necessity for promotion of social equity - that all children want to feel part of our school community.	5
Provision of 1:1 emotional fitness/resilience sessions led by our Learning Coach, and 1:1 talking and drawing therapy sessions led by trained HLTAs/TAs	Disadvantaged children on average have weaker social and emotional skills than their non-disadvantaged peers. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg: improved academic performance, attitudes, behaviour and relationships with peers) EEF guidance review: Improving Social and Emotional Learning in Primary Schools	5

Total budgeted cost: £66,765.00

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 and observations during 2020/21 demonstrate that the strategies we put in place to support the performance of our disadvantaged children did have a positive impact. However, the outcomes we aimed to achieve were not fully realised due to the impact of COVID-19, causing disruption to our delivery of a quality-first teaching curriculum and to the delivering of interventions at the point of need.

During lockdown specifically, we recognised that our disadvantaged children suffered to a greater extent than their advantaged peers. We therefore ensured a large Key Worker School, so that all disadvantaged and vulnerable pupils were offered a place to attend school and receive face to face teaching, with teachers, for the duration of lockdown.

For children at home, there was high quality on-line instruction, both live and recorded. As a school we ensured that all disadvantaged children were offered a chrome book so that they could access this learning. We also provided hard copies of activities as necessary, books and physical resources to support learning. All disadvantaged children also received extra 1:1 conferencing online, access to small group online tutoring, and families received check-in phone calls so that we could identify specific issues to each individual family, in order to provide as much targeted support as possible and ensure engagement with our online learning offer.

In September 2020, with the full re-opening of schools, catch-up tutoring was put in place for our disadvantaged and most vulnerable pupils, through 1:1 and small group tuition. Targeted interventions in maths, reading and writing minimised the attainment gap, as well as demonstrated increased confidence from these children. This was supported by a full term of uninterrupted learning for all year groups.

Although attendance was significantly higher than the national average, and at times, when all children were expected to attend school, higher than our normal figures, absence among disadvantaged pupils remained higher than that of their peers. This is in line with previous years and as such, attendance continues to be a focus of our plan.

Our assessments and observations indicated that pupil behaviour, well-being and mental health were all impacted by COVID-19 issues, which was the same for both disadvantaged pupils and their peers. We prioritised mental health and wellbeing with pupil premium funding used to address these concerns. Targeted interventions such as

building emotional fitness/resilience sessions, and drawing and talking therapy sessions supported identified children who were struggling or who had experiences that needed to be addressed and carefully managed. These interventions and activities will continue in this plan for 2021 onwards as they are having a positive impact for our pupils.

Internal assessments have shown that writing is currently the biggest concern across the school, and for disadvantaged children in particular, which is why we have chosen to concentrate resources on this in our current plan, including being the focus of our school-led tutoring groups for 2021-22.

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
Third Space Maths KS 2 maths interventions	Third Space Learning
Reading Plus	Reading Solutions

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A