

Dulwich Hamlet Junior School

Pupil Premium Grant Expenditure Report

2018/2019

Number of pupils on roll	360
No of pupils known to be eligible for Free School Meals	45
% of pupils known to be eligible for Free School Meals	12.5%
Total amount of pupil premium received	£55,350

2019/2020

Number of pupils on roll	360
No of pupils known to be eligible for Free School Meals	39
% of pupils known to be eligible for Free School Meals	11%
Anticipated amount of pupil premium to be received	£64,600

School Vision

'To provide Outstanding Learning within a Glittering Curriculum where Everyone Matters'
Dulwich Hamlet School is relentless in its pursuit of excellence. We are a school where people are welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised.

What Is Pupil Premium And How Should It Be Spent?

The Pupil Premium Grant is additional funding given to schools and academies to:

- raise the attainment of disadvantaged pupils and close the gap between them and their peers.
- support children and young people with parents in the regular armed forces.

It was first introduced in April 2011. Schools and academies receive funding based on the number of pupils who have been eligible for free school meals at any point in the last 6 years (Ever6).

Funding Allocation for 2017-2018:

- £1,320 for each eligible primary aged pupil.
- £2,300 for each Looked After Child.
- £300 for each Service Child.

The Department for Education has clear expectations how the Pupil Premium Grant may be spent:

- for the purposes of the school, i.e. for the educational benefit of pupils registered at that school;
- for the benefit of pupils registered at other maintained schools or academies;
- on community facilities, e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2017; some or all of it may be carried forward to future financial years.

Main Barriers to Educational Achievement:

Three main categories of barriers to educational achievement, which Pupil Premium funding is designed to address, have been identified:

- Pupil attitudes

- School factors
- Home and personal circumstances

Pupil attitudes:

Low expectations of themselves lead to pupil frustration and poor achievement (Brophy, 1998). Children who are not achieving well at school come to believe that they cannot achieve, leading to the 'cycle of failure' syndrome.

School Factors:

Unconscious bias and assumptions for pupils from differing backgrounds to teachers can lead to differing expectations for achievement (Lumsden, 2000). The design of the school curriculum can also feed into the cycle of underachievement: if children perceive the curriculum as divorced from their own life and experiences they will find it more difficult to engage and achieve to their full capacity. The school curriculum needs to provide academic opportunities for all pupils, regardless of social and cultural background and individual circumstances. Together with these is the quality of teaching—the single most effective way of raising attainment is to have consistently outstanding teaching that pays attention to the needs of every child as an individual.

Home and personal circumstances:

High mobility in a family, a low level of parental education and family poverty all have a demonstrable effect on school achievement (Arroyo, Rhoad and Drew, 1999). Children who live with these situations are far more likely to become detached from the educational process, leading to low academic attainment.

Principles behind the use of Pupil Premium funding at Dulwich Hamlet:

Based on the research and factors outlined above, Pupil Premium funding is used to address the issues that these pupils face. At Dulwich Hamlet, we make use of evidenced best practice and interventions. Good practice in supporting the achievement of Pupil Premium children centres on Quality First teaching. Research from The Sutton Trust, the Education Endowment Foundation and John Hattie are clear about which interventions have the most effect on pupil's learning.

- <http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit/>
- <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- <https://educationendowmentfoundation.org.uk/>

Dulwich Hamlet has an absolute commitment to providing Quality First teaching and learning in all classes and for all children. This is the guiding principle when allocating spending of Pupil Premium income. Therefore, Dulwich Hamlet's main expenditure will be on improving classroom practice through sustained professional development and training

In 2018-19 we targeted support in two ways: (Please see extract from SDP below) 1.

Progress

Targeted interventions were provided for all Pupil Premium children

- Reading catch up in all years, including 'book clubs' and provision of books
- Employment of Specialist Dyslexia Support

- Employment of Learning Coach
- Provision of additional adult to run small maths group in Year 6
- Targeted additional maths support in Years 3, 4, 5
- Third Space maths online learning to support and to challenge higher attainers
- 2:1 tutoring in reading for year 6 children
- Half-termly 1:1 meetings with class teachers to set targets and discuss academic progress and any social issues for all PP children

2. Participation in wider school opportunities

The school provides a rich and varied extended curriculum. We used Pupil Premium funds to ensure all pupils have access to the school's glittering curriculum.

- Subsidised lessons were provided for children to participate in musical instrument tuition, a very strong curriculum focus in the school. These children were able to engage in an area of additional learning that would be otherwise inaccessible.
- All pupils in receipt of pupil premium received a free place each term at an after school club such as art, drama, tag rugby or ICT animation.
- Free breakfast school places were provided to pupils to facilitate improved attendance and punctuality at school.
- Pupil premium children were given the chance to attend homework clubs to ensure access to IT and helpful working environments.
- Financial assistance was given to allow children to attend the week long Yr5 outdoor residential trip and the Yr6 trip to France. Residential trips build confidence, resilience, independence and self-esteem as well as providing immersive curriculum opportunities
- Free school uniform for new starters
- Junior Duke of Edinburgh scheme to build confidence and resilience as well as giving children access to new experiences

Pupil Premium Extract from SDP 2018-19

Actions:

- ✓ Ensure all systems, including reporting of expenditure, meet DfE expectations
- ✓ Disadvantaged children have progress above national average and school average for non-disadvantaged children. 1:2 tutoring for all Year 6 Pupil Premium children so that EXS or GDS is achieved by all.
- ✓ Pupil Premium 'book clubs' engage and enthuse, creating 'readers' who are able to finish age-appropriate, aspirational novels.
- ✓ Explore different approaches to achieve contact with parents and carers who are harder to reach – link with AfA Programme, specifically 'Structured Conversations' training
- ✓ End of Key Stage 2 results and internal data for Y3,4 and 5 demonstrating vulnerable groups making at least expected progress and that they are closing the gap with their peers
- ✓ Establish termly reporting of Pupil Premium pupil's progress as a part of the Appraisal cycle
- ✓ Establish Pupil Premium as an integral part of all team meetings and end of term progress reviews
- ✓ Establish half termly meetings between children and class teacher based on 'Narrow the gap' findings

Outcomes:

- Transparent systems for recording, monitoring and reporting upon the progress of Pupil Premium pupils will be maintained termly by teachers
- All staff will know who Pupil Premium children are and be able to demonstrate progress in line

with peers

- Records of participation in the wider school curriculum (sport, music tuition, after school clubs, school journeys) will reflect the same levels of participation by Pupil Premium pupils as for other pupils
- Pupil Premium children will have individual progress and target setting meetings with their class teacher
- Pupil Premium children will achieve higher than nationally and will narrow the in-school gap between advantaged and disadvantaged
- Pupil Premium annual reports for both schools will be available on the school websites by mid July in each academic year

Measuring the impact

The percentage of pupils in receipt is small and not always possible to make statistically significant or accurate judgements.

KS2 Results 2018: Disadvantaged Pupils	
Average reading score	106.3
Average maths score	103
% meeting Expected Standard (combined)	63%
% achieving Greater Depth (combined)	11%
Progress in reading	1.74 Significantly above average
Progress in writing	-0.2 Average
Progress in maths	-0.48 Average

KS2 Results 2019: Disadvantaged Pupils	
Average reading score	108
Average maths score	106.7
% meeting Expected Standard (combined)	82%
% achieving Greater Depth (combined)	18%
Progress in reading	+3.72 Significantly above average
Progress in writing	+1.18 Above average
Progress in maths	+1.91 Significantly above average

Actions for 2019-20

Building upon the work of the previous year, the current plan for raising attainment of Pupil Premium children and narrowing the gap is as follows:

Action	Outcome
Extend 1:1 tutoring in reading for Yr 6 to all PP children	Enhanced progress for children in receipt of same, including to GDS
Extend Year 5 and 6 book clubs	Children enjoy reading, make progress, are given books they read in club
Conferencing - 1:1 mentoring with Class Teacher working on metacognitive target setting. Teachers to keep ongoing records that are discussed at termly Pupil Progress meetings	Children are reflective and able to identify their next step targets and the progress that they have made over the year. Teachers have a good understanding of what barriers to learning the child perceives
Release teaching staff to observe good Practice. All teachers to be in peer observation triads	All teachers will have scheduled peer observations within school and follow up discussions to improve practice. Quality First teaching with effective personalised differentiation will be embedded across school
Half-termly book scrutiny always includes PP children	Specific reflection upon progress that each PP child is making by SLT. Disseminated to appropriate teaching staff.
Provide in-situ social skills support - Additional staff facilitate healthy peer relationships	Children know who their friends are, how to resolve conflict and know which staff can provide enhanced support
Specific home learning area in library together with 'Homework Mentors' – PP targeted	All children are able to access IT and support to complete home learning in a quiet, supportive atmosphere
Efficient data analysis and tracking of PP children progress and attainment versus non-disadvantaged and entire cohort	Barriers to accelerated learning identified through thorough dissection of individuals and trends