



# Dulwich Hamlet Junior School

## Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	357
Proportion (%) of pupil premium eligible pupils	49/357 13.73%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24 (Yr 3 of 3)
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Claire Purcell - Headteacher
Pupil premium lead	Tom Salomonson Deputy Headteacher
Governor / Trustee lead	Cat de Jongh - Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,195
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,850

# Part A: Pupil premium strategy plan

## Statement of intent

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

- Ensuring progress for disadvantaged pupils is a key responsibility of all staff
- 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

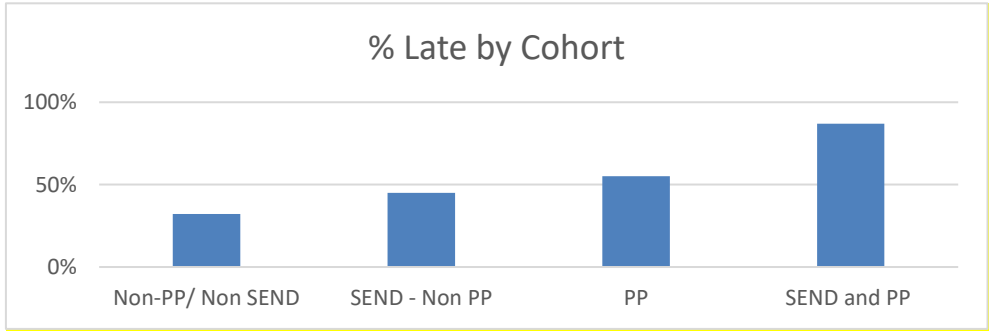
The approaches that we have adopted complement each other to help all children maximise their attainment and experiences. The current plan implements these objectives through:

- A high profile for the pupil premium in all aspects of school leadership, reflected by our School Development Plan
- Adopting a 'barrier' focus approach over a 'label focused' approach
- 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
- Supporting all pupils to come to school every day and on time

## Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil Premium (PP) cohort in our school is unique.</p> <ul style="list-style-type: none"><li>• 24% of our PP Cohort are Looked-after-Children/ Post Looked-after-Children and many therefore face additional linked barriers such as attachment disorder and developmental trauma.</li></ul>

	<ul style="list-style-type: none"> <li>• Four of these Post Looked-after-Children children have an Educational Health and Care Plan.</li> <li>• In addition, 30% of the pupil premium cohort have Special Educational Needs/ Disabilities (SEND) support or higher levels of need, resulting in a complex set of barriers to good educational progress for a large portion of our disadvantaged cohort.</li> </ul>										
2	<p>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 (94.3x) which drops to 92.4% for those with both pupil premium and special educational needs.</p> <p>There is an escalating scale of vulnerability which predicts how likely you are to have recorded a late mark.</p>  <table border="1"> <caption>% Late by Cohort</caption> <thead> <tr> <th>Cohort</th> <th>% Late</th> </tr> </thead> <tbody> <tr> <td>Non-PP/ Non SEND</td> <td>~30%</td> </tr> <tr> <td>SEND - Non PP</td> <td>~45%</td> </tr> <tr> <td>PP</td> <td>~55%</td> </tr> <tr> <td>SEND and PP</td> <td>~85%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• PP children are nearly twice and PP/ SEND pupil nearly 3 times as likely to be late than their disadvantaged peers</li> <li>• Of those who are late, on average PP pupils lose 81 minutes to lateness. That's 1hour 21 minutes. This compares to non-disadvantaged peers who have lost only 26 minutes in the same period.</li> <li>• Of the top 20 tardy pupils, 14 are Pupil Premium and 8 are on the SEN Register</li> </ul>	Cohort	% Late	Non-PP/ Non SEND	~30%	SEND - Non PP	~45%	PP	~55%	SEND and PP	~85%
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3	<p>Social Communication, confidence and resilience. Teachers commonly report that children in this group experience issues in these areas. Pupils with this particular set of barriers are more likely to be distracted by friendship issues born of the playground, less likely to share ideas in class and ask for adult support when required and more likely to develop unhelpful coping strategies to avoid getting answers wrong with a focus on saving face above making academic progress.</p>										
4	<p>For some of the cohort there are particular barriers around the written language. Whilst the school has diminished the difference between PP children and the national average at KS2 SATs in reading, the disparity remains for writing and baseline tests show that, on arrival in Y3, the gap is as prevalent as ever (64% v 84%). Teachers identify that a small number of children are disadvantaged because the cultural capital available to them at home does not overlap with the cultural capital commonly associated with academic success, such as knowledge of technical vocabulary, art exhibitions and theatre trips etc.</p>										
5	<p>For some, there is limited access to funds for physical needs eg: clothes and foods, due to the cost of living crisis. Children are not always able to access our wider curriculum eg: clubs, music tuition and off-site activities due to limited access to funds. Our PP children also often lack access to the cultural capital opportunities in which many other children in our school regularly take part.</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
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. Average SS scores demonstrate improvement in NfER tests and Comparative Judgement.
All disadvantaged children to have secure decoding skills by the end of Y4.	Phonics screening demonstrate gaps have been identified and addressed through targeted interventions.
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. Teachers implement school CPD based on 'Stretch and Challenge' and, in particular, flexible grouping so that PP children are supported to make accelerated progress.
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. Subject leads produce target, subject specific vocabulary for each year group. Teachers are seen to be teaching this vocabulary and it is evident in written work across the curriculum.
Improved attendance and punctuality for disadvantaged children	Attendance and punctuality 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,

	<p>including music ensembles and attendance at events such as Young Voices.</p> <p>Parents have been signposted to the opportunities that exist; they report knowing that these activities are taking place.</p> <p>Reduction in referrals for behaviour issues of PP children.</p>
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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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment</p> <p>Purchase of standardised testing.</p> <p><i>Insight</i> supports assessment of pupils and identification of needs</p> <p>Training for staff to ensure correct administration, interpretation and next step planning.</p> <p>Termly Pupil Progress meetings track individual children and ensure that PP children are making good or better progress from their starting points.</p> <p>Embedding the Pupil Book Study approach to curriculum review</p>	<p>Standardised tests can provide reliable insights into specific strengths and weaknesses of individual pupils, ensuring that interventions and support are accurately targeted.</p> <p><a href="#">DfE: Primary assessment in England</a></p> <p>Pupil progress meetings identify which children need specific targeting within class to make progress and support teachers in this through a coaching model</p> <p>Pupil Book Study supports the implementation of high-quality teaching by providing direct feedback to teachers regarding the impact of their lessons. This reflects a focus on retention in the long-term memory as per the work of Soderstrom and Bjork and claims to be an 'evidence informed approach'.</p>	1,3,4

<p>Embedding Creative Writing week – once termly</p> <p>Embedding flexible/dynamic grouping to support PP writing</p> <p>Tracking gaps using Comparative Judgement in writing – teachers using NMM blog to teach specifically to the gaps</p>	<p>Teaching writing composition strategies through modelling and supported practice</p> <p>Developing pupils’ transcription and sentence construction skills through extensive practice.  <a href="#">Education Endowment Foundation (EEF) evidence review: Improving Literacy in KS 2</a>  <a href="#">EEF Within class attainment grouping +2 months</a></p> <p>Comparative judgement offers significant advantages over other forms of writing assessment in terms of reliability and efficiency. The exemplars are used to support high quality professional development during moderation meetings.</p>	<p>1,3,4</p>
<p>Scaling up the linguistic phonics approach to spelling to secure stronger phonics attainment for all children beyond year 3 and year 4</p>	<p>Phonics approach indicates a positive impact on the accuracy of word reading and spelling, particularly for disadvantaged children. Implementation of the Sounds Write scheme that meets the DfE requirements.  <a href="#">EEF toolkit: Phonics</a></p>	<p>1,3,4</p>
<p>Continue to embed whole school approach to TfM maths teaching – maths hub and NCETM</p> <p>Scaling up the implementation of the Curriculum Prioritisation (CP) materials – NCETM</p> <p>KS2 mastery number – Yr 4</p>	<p>Approach supported by evidence:  <a href="#">OFSTED Subject Report into Mathematics</a>  <a href="#">EEF evidence review: Mathematics in Key Stage 2 and 3.</a>  <a href="#">EEF evidence review: Identifying the characteristics of more effective professional development</a></p> <p>CP materials based on DfE recommended guidance (the Ready to Progress materials)</p> <p>Engagement with the KS2 Mastering number pilot, based on evidence highlighting the importance of multiplicative reasoning in developing the competency to approach secondary mathematics</p>	<p>1,3,4</p>
<p>Times Tables Rock Stars and Doodle Maths License</p>	<p>Homework culture embedded into teaching practice to ensure technology (as per <a href="#">EEF Guide to the Pupil Premium</a>) used to overlearn key knowledge and skills in mathematics. The use of gamified ‘homework’ activities encourages engagement beyond traditional paper-based homework</p>	<p>1,2,3,4</p>
<p>PSHE scheme (Jigsaw)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>1,2,3,4</p>

<p>Trial 'RULER' Social and Emotional Literacy materials in Y6</p>	<p><a href="#">EEF guidance review: Improving Social and Emotional Learning in Primary Schools</a></p> <p>RULER is an evidence-based approach to Social and emotional literacy, formulated at Yale University and further developed by Charles Dickens PS and their Research School.</p>	
<p>Support for ECTs and mentoring</p> <p>SENCO completing training with EEF SEND in mainstream</p> <p>1 x member of staff on NPQSL</p> <p>1 x member of staff on NPQLL</p> <p>1x member of staff on Lead Practitioner training</p>	<p>ECT offer and national requirements</p> <p><a href="#">EEF evidence review: Identifying the characteristics of more effective professional development</a></p>	<p>1,3,4</p>
<p>Raise reading standards and increase literary capital by improving the profile of reading for pleasure</p> <p>Weekly scheduling of class library time, led by class teachers</p> <p>Fluency project Yr 5</p>	<p>Research Evidence on Reading for Pleasure: DfE May 2012</p> <p>Engaging with the EEF-led efficacy trial of Reading Fluency for Year 5s</p>	<p>1,3,4</p>
<p>Engagement with the Primary Geography Quality Mark</p>	<p>Quality assured geography curriculum as organised and run by the Geographical Association, supported by evidence informed CPD and school self-evaluation.</p>	<p>5</p>

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading and phonics support targeted at disadvantaged children.	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p><a href="#">EEF toolkit: Phonics</a></p> <p><a href="#">EEF guidance report: Making best use of teaching assistants</a></p>	1,3,4
<p>Teacher led tuition groups before and after school, targeting all year groups and prior attainment groups</p> <p>TA/ Teacher led interventions</p> <p>Y3 1:1 Daily Readers</p> <p>Y3 Spelling</p> <p>Y3 Motor Skills</p> <p>Y3 Comprehension</p> <p>Y4 1:1 Daily Readers</p> <p>Y5 1:1 Daily Readers</p> <p>Y5 Spelling Support</p> <p>Y6 1:1 Daily Readers</p> <p>Y6 Sentence structure</p> <p>Y6 Spelling</p> <p>Nessy: literacy support for spelling and reading</p>	<p>Teaching writing composition strategies through modelling and supported practice</p> <p>Developing pupils' transcription and sentence construction skills through extensive practice</p> <p><a href="#">EEF guidance report: Improving Literacy in KS 2.</a></p> <p><a href="#">EEF toolkit: Small group tuition</a></p> <p><a href="#">EEF guidance report: Making best use of teaching assistants</a></p> <p>Nessy is based on the science of reading and utilises technology to support children with dyslexia, supported by the <a href="#">EEF SEND 5-a-day</a></p>	1,3,4
<p>Small group maths tutoring: Third Space</p> <p>Teacher led tuition groups before and after school, targeting all year groups and prior attainment groups</p> <p>Y5 Mathematical pre-teaching groups</p>	<p><a href="#">EEF evidence review: Mathematics in KS 2 and 3.</a></p> <p><a href="#">EEF toolkit: Small group tuition</a></p> <p><a href="#">EEF guidance report: Making best use of teaching assistants</a></p> <p><a href="#">Pre-teaching</a></p> <p>Mastering number based on the work of the Maths Hubs, as highlighted by the <a href="#">OFSTED Subject Report into Mathematics</a></p>	1,3,4



Maths – KS1/ KS2 Mastering Number (Y3-6)		
Teacher-led PP boys reading group – Year 5	Reading for pleasure shown to improve both reading and writing outcomes Research Evidence on Reading for Pleasure: DfE May 2012 Yes He Can – Schools where boys write well: OFSTED 2003	1,3,4

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to wrap around care, educational visits, music lessons residentials and club provision	Internal evidence demonstrates the necessity to provide opportunities to increase cultural capital for our PP children, closing the gap between their non-disadvantaged peers. <a href="#">EEF guidance review: Arts education review</a>	1,2,4,5
Focus on developing attendance of target groups and individuals – training for designated staff member	<a href="#">DfE guidance: Improving school attendance – support for schools</a> <a href="#">EEF REA: Attendance</a>	1,2,4,5
Provision of school uniform packs for PP children in Y3 and Y5  Leavers hoodies funded for PP students	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) <a href="#">EEF guidance review: Improving Social and Emotional Learning in Primary Schools</a>	1,2,3

Play therapy lead by qualified play therapy lead		
Morning clubs to support attendance:  Football, Cross-country, Choir	Aim to increase attendance and punctuality by ensuring children in school before the gates open  <a href="#">DfE guidance: Improving school attendance – support for schools</a> <a href="#">EEF REA: Attendance</a>	1,2,4,5
Staff CPD and implementation of Zones of Regulation and Positive Handling via Team Teach	<a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a>	1,3
Events for the community to be more inclusive – widening participation CLT/PTA liaison PTA/ community link governor  Subject specific cafes/ In4mer videos	<a href="#">EEF Guide to the Pupil Premium</a>	1,2,3,4,5

**Total budgeted cost: £90,000**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using KS2 performance data and our own internal assessments.

Yr 6 KS2 2023 (7 PP pupils)

Small improvement in reading and writing and a dip in maths. Overall (combined) PP pupils did better this academic year.

However, we know that the gap between ALL pupils and pupil premium pupils remains.

Our internal assessments and observations during 2022/23 demonstrate that the strategies we put in place to support the performance of our disadvantaged children happened, and had a more positive impact in reading and writing in particular. However, the outcomes we aimed to achieve were not fully realised in KS2 statutory testing. In a small sample size (7 pupils out of 90), each child accounts for a large percentage of total performance.

The focus on Quality First Teaching, following guidance from the EEF, ensured that all PP children received the best in-class support possible. Our in-house Professional Development focused on dynamic groupings and scaffolding/ other adaptive teaching strategies. We followed this up with lesson observations, pupil book studies and professional conversations to ensure that the PD had impact on pupils. We also looked at the intersectionality of pupil premium and gender to see if there was anything significant: which resulted in teachers making adaptations to their planning for boys in writing and girls in maths. As ever, teachers engaged deeply with their professional learning, working closely with colleagues to critically reflect on the efficacy of the approaches before feeding this back at teaching staff meetings.

The whole school focus on reading has had a positive and strong impact – engendering a love of reading and stories. With a focus on early reading (phonics) in lower school and a whole school focus on reading and telling stories.

Targeted English tutoring took place for all PP children over the course of the academic year (where appropriate given any intersectionality with SEND). Each year group received one term each of tutoring starting with Y5 in Autumn, Y4 in Spring and Y3 in summer.

Third space, online 1:1 tutoring for maths supported PP children in years 5 and 6 (Y5 cohort from May to July, Y6 from September to May).

In order to judge impact of tutoring groups, we used internal data and discussions with the tutor, pupil progress meeting and evaluations on Edukey. This was similar for Thirdspace maths, where we received weekly feedback from the online tutors, which was then triangulated with data and performance in class.

Although attendance was significantly higher than the national average, absence among disadvantaged pupils remained higher than that of their peers. However, the gap has narrowed significantly (94.4% in Spring term to 95.3% Summer term), due to continued focus and relationship building at the familial level. Attendance continues to be a focus of our plan, with lateness being a particular focus. Closer analysis of attendance figures show that disadvantaged children are nearly twice as likely to arrive in school at, or just after, the end of the soft start to the school day than their non-disadvantaged peers, this rises to nearly three times for those PP children also on the SEND register. This has meant that these children miss out on a significant amount of potential learning and strategies to address this are highlighted in the 2023-24 plan.

Behaviour for learning in the school is excellent but PP children are slightly more likely to require behaviour interventions, which can have a knock-on impact on learning in the school. Specific whole school approaches to Social and Emotional Learning have been implemented which aim to specifically support children with their social communication skills. This included engagement with the Behaviour Hub @ Charles Dickens Research School.

The cost of living crisis presented a new and difficult challenge. We saw an increase in safeguarding concerns for all with PP even more vulnerable to external agency engagement. Again, this had a knock-on impact on their learning. We used our rigorous internal early help process which is built on close partnership between our SEND, pastoral and teaching teams. This fed into regular KIT meetings with Southwark Early Help to appropriately target school and council resources.

The level of Pastoral support in the classroom delivered by the teacher and the support staff is very high and personalised. For example, when faced with concerns about bullying, teachers work in lock-step with the Pastoral Lead to ensure that a restorative approach is followed with the interests of both the impacted child and the child engaging in bullying type behaviour at the centre of the process. Although PP pupils are still more likely to be involved in such incidents we had zero cases of repeated bullying (another incident of bullying reported following first report) last academic year.

Several meetings with leaders took place, including governors, to review the progress of the statement. This was very helpful to understand the impact of the strategies over time. PPG governor made several link visits. Succession planning was discussed and the link

governor supported the transition of the Strategy following the retirement of the previous Pupil Premium lead.

## 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
N/A	N/A

## 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
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