



# Dulwich Hamlet Junior School

## Pupil Premium Strategy Statement 2024-25

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  | Dulwich Hamlet Junior School         |
| Number of pupils in school   | 368                                  |
| Proportion (%) of pupil premium eligible pupils  | 50/368 13.59%                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )* | 2024-25                              |
| Date this statement was published  | October 2024                         |
| Date on which it will be reviewed  | October 2025                         |
| Statement authorised by  | Claire Purcell - Headteacher         |
| Pupil premium lead   | Tom Salomonson<br>Deputy Headteacher |
| Governor / Trustee lead  | Cat de Jongh - Governor              |
| * One year intermediate plan...  |                                      |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £87,080 |
| Recovery premium funding allocation this academic year  | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £87,080 |

# 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>• 22% 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, 40% 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 (96.2% last year) and lateness 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 (95.4) though this is an improvement on the previous academic year (93.2)</p> <p>We know that PP children and SEN children are more likely to be late and this is even more likely where there is intersection between these two groups.</p>  |
| 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 e.g.: clothes and foods, due to the cost of living crisis. Children are not always able to access our wider curriculum e.g.: 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.  |
| Gaps between PP children and their peers continue to narrow                     | PP Tuition groups are delivered and impactful and assessed by Teachers and data<br><br>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 attendance and punctuality for disadvantaged children                  | Attendance and punctuality for disadvantaged children is in line with their non-disadvantaged DHJS peers each half term.   |
| Website represents the diverse community we serve                               | Applications from a diverse range of families continue to increase   |
| Staff use relational approaches to behaviour management                         | Children feel heard by the staff<br>Children are confident to share issues, knowing they will be resolved<br>Parents say that we resolve issues well   |
| Families from all groups of pupils feel valued, welcomed and part of the school | Pupil and parent voice scores highly on belonging<br>Increased participation in enrichment and extra-curricular activities for PP children, including music ensembles and attendance at events such as Young Voices.   |
| Art, DT and PE are updated to be made more diverse and representative curricula | Clear areas of progress can be identified when comparing these curricula with their updated versions   |
| Y3 children attain good levels of emotional literacy                            | "RULER" Social and Emotional Literacy curriculum delivered to Y3 cohort<br>Children report good mental health and well-being (pupil voice survey)  |

## 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> | <p>1,3,4</p>                  |
| <p>Embedding Supported Writing approach</p> <p>Embedding flexible/dynamic grouping to support PP writing</p> <p>Tracking gaps using Comparative Judgement in writing</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="#">Education Endowment Foundation (EEF) evidence review: Improving Literacy in KS 2</a></p> <p><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.</p>   | <p>1,3,4</p>                  |

|  |  |         |
|--|--|---------|
|  | The exemplars are used to support high quality professional development during moderation meetings.  |         |
| Scaling up the linguistic phonics approach to spelling to secure stronger phonics attainment for all children beyond year 3 and year 4   | 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.<br><a href="#">EEF toolkit: Phonics</a>   | 1,3,4   |
| Sustain explicit teaching of problem-solving strategies in maths, Y6 focus. (CTS)<br><br>Embed implementation of the Curriculum Prioritisation (CP) materials – NCETM<br><br>Embed Mastering Number @ KS2 for Y4 and begin programme for Y5. | Approach supported by evidence:<br><a href="#">OFSTED Subject Report into Mathematics</a><br><a href="#">EEF evidence review: Mathematics in Key Stage 2 and 3.</a><br><a href="#">EEF evidence review: Identifying the characteristics of more effective professional development</a><br><br>CP materials based on DfE recommended guidance (the Ready to Progress materials)<br><br>Engagement with the KS2 Mastering number pilot, based on evidence highlighting the importance of multiplicative reasoning in developing the competency to approach secondary mathematics | 1,3,4   |
| Times Tables Rock Stars and Doodle Maths License   | 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  | 1,2,3,4 |
| PSHE scheme (Jigsaw)<br><br>Trial ‘RULER’ Social and Emotional Literacy materials in Y3  | 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):<br><a href="#">EEF guidance review: Improving Social and Emotional Learning in Primary Schools</a><br><br>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.  | 1,2,3,4 |
| Support for ECTs and mentoring   | ECT offer and national requirements<br><a href="#">EEF evidence review: Identifying the characteristics of more effective professional development</a>   | 1,3,4   |

|   |  |       |
|---|--|-------|
| <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>1x member of staff on NPQLBC</p> <p>1x member of staff applying for NPQ</p> |  |       |
| <p>Continue to trial the systematic approach to reading in Y4, with a focus on support the lowest 20% (HGR)</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>Continuing with the EEF-led efficacy trial of Reading Fluency for Year 5s following successful trial last year</p> | 1,3,4 |
| <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>                     | 5     |

### 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 |
|---|---|-------------------------------|
| <p>Additional reading and phonics support targeted at disadvantaged children.</p> | <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>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> | <p>1,3,4</p> |
| <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>Maths – KS1/ KS2 Mastering Number (Y3-6)</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>   | <p>1,3,4</p> |

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

Budgeted cost: £22,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Access to wrap around care, educational visits, music lessons residentials and club provision</p> | <p>Internal evidence demonstrates the necessity to provide opportunities to increase cultural capital for our PP children, closing the gap between their non-disadvantaged peers.</p> <p><a href="#">EEF guidance review: Arts education review</a></p> | <p>1,2,4,5</p>                |
| <p>Focus on developing attendance of target groups and individuals –</p>                             | <p><a href="#">DfE guidance: Improving school attendance – support for schools</a></p> <p><a href="#">EEF REA: Attendance</a></p>   | <p>1,2,4,5</p>                |



|   |  |       |
|---|--|-------|
| training for designated staff member  |  |       |
| Ensure punctuality and attendance processes are fully embedded and applied rigorously. (CP/ TS/ AK)   | <a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a>  |       |
| Provision of school uniform packs for PP children in Y3 and Y5<br><br>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     |
| Foster a pastoral team which is able to offer both proactive and responsive support for meltdown, poor mental health and emotional dysregulation (BH/ HB)<br><br>Review behaviour policy and practice to ensure nurturing and respectful relationships support children to correct their behaviour (BH) | <a href="https://www.nurtureuk.org/what-is-nurture/#six-principles">https://www.nurtureuk.org/what-is-nurture/#six-principles</a>  |       |
| Provision of 1:1 and small group counselling provided by our school mentor 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)<br><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:<br><br>Football, Cross-country, Choir   | Aim to increase attendance and punctuality by ensuring children in school before the gates open<br><br><a href="#">DfE guidance: Improving school attendance – support for schools</a><br><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<br>CLT/PTA liaison<br>PTA/ community link governor<br><br>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 2021 to 2024 period .

2022/24

We have analysed the performance of our school's under-resourced pupils during the 2023-24 academic year using KS2 performance data and our own internal assessments.

Yr 6 KS2 2024 (13 PP pupils)

We continue to see progress year on year with our pupil premium (PP) cohort.

In individual subjects, pupil premium children at Dulwich Hamlet outperform PP children nationally in all three subjects.

At the expected standard, we have had our best results ever: in both Reading and Writing our pupil premium cohort was very close to national for all pupils, which is our ultimate aim for each and every year. Maths was 21% up on the previous year. Though interestingly, our combined score did not improve despite these individual successes.

At greater depth (GDS), we had our best results ever. 29% of our PP Cohort pupils achieved GDS, matching results from last year. Whereas Writing and Maths both improved from 0% last year to 14% and 21% respectively. Our combined score at GDS was 7% compared to national PP combined GDS of 3%.

### 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 |
|-----|