

The Charter School North Dulwich Pupil Premium Strategy 2018-19

1. Summary information					
School	The Charter School North Dulwich				
Academic Year	2018-19	Total PP budget	£215, 985	Date of most recent PP Review	Nov 2018
Total number of pupils (Y7-11)	904	Number of pupils eligible for PP	231 (26%)	Date for next internal review of this strategy	June 2019

2. Current attainment			
	Pupils eligible for PP (2017/2018)	All Pupils (2017/2018)	National Average (All)
Number of Pupils	56	179	N/A
Progress 8 score average	+0.15 (+0.21/ -0.07)	+0.68 (+0.42/+0.32)	-0.02
Attainment 8 score average	45.8	59.9	46.5
5-9 in English and Maths	41%	69%	43%
4-9 in English and Maths	63%	83%	N/A
Entering the EBacc	38%	61	38

3. Barriers to future attainment (for pupils eligible for PP)			
	Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
A.	DA students' overall <u>engagement</u> in their learning is not as strong as other students, resulting in lower progress (particularly in Maths and Humanities) and lower uptake of MFL	DA students' (partic. Y11) progress improves significantly (particularly in Maths and Humanities) and uptake of MFL increases	Y11 DA progress overall is above +0.5 Y11 DA progress in Maths and Humanities is above +0.5. All DA HPA students take language in KS4
B.	Poor organisation and independent learning skills leads to lack of completion/ low quality of homework and revision tasks	Students completion of HW and revision tasks improves significantly	DA students' average HW EIL matches other students. DA students clearly evidence strong revision practices throughout KS4
C.	High prior attaining DA students do not make sufficient progress from Years 7-11 (their progress does not match other HPA students)	HPA DA students make improved progress in all year groups	HPA DA progress is above 0 in all year groups, particularly Y11

D.	Poor literacy skills of key DA cohort in Years 7-9	Y7-9 LPA and MPA DA students make improved progress in Literacy	Y7-9 LPA and MPA students make clear progress in literacy, as evidenced by: <ul style="list-style-type: none"> - Accelerated Reader assessments - ? Lexonik? - English module assessments - Overall progress in module reports
E.	The ongoing repeated poor behaviour of roughly 5-10 DA students in each year group	DA 'repeat offenders' behaviour improves	Key students receive fewer SBs/ PBs/ 3Ws/ RCs and more HPs compared to previous year
	Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
F.	The attendance of DA students is lower than for other students	DA students' overall attendance improves and persistent absence decreases	DA attendance > 96% DA persistent absence < 8%
G.	The parents of some DA students do not have the time, resources/ capacity or parenting skills to support their child to succeed, and some also struggle to engage positively with school.	The school successfully supports DA parents to engage more positively with school and support their child more effectively	>95% attendance of DA parents at parents evenings and other EPRA events - OTHER EVIDENCE????
H.	Some DA students lack the cultural capital, resilience and aspiration/ motivation required to succeed in the new GCSEs	DA students are provided with and take up impactful opportunities to improve their cultural capital, resilience and aspirations	100% of DA students... (see 1 Year Plan)
I.	Some DA students don't feel like this is 'their' school	DA students feel that this is 'their' school and exhibit a greater sense of belonging. Student body is cohesive and integrated.	Retention rates increase from Y11 to Y12 Student Voice surveys indicate greater levels of belonging.

4. Planned expenditure					
Academic year		2018-19			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Teaching for All					
Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Overall Leadership of DA Strategy improves	<ol style="list-style-type: none"> 1. Focus school SDP on DA students 2. Establish Year 11 DA progress target of +0.5 and ensure all teaching staff understand their part in this 3. Ensure Teacher Appraisal Programme outlines: 1) clear DA academic targets 2) research project on aspect of DA achievement 4. Create and monitor DA spreadsheets for all year groups indicating academic and non-academic factors (NB identify FSM/ DA+ students) 5. Consolidate 'no excuses' culture regarding DA progress and ensure all staff buy in to DA1 strategy 6. Investigate Challenge the Gap for possible implementation 2019-20 7. External consultant/ pupil premium/ equality review to ensure school offering suitable provision for DA students 	<p>'Whole-school ethos of attainment for all' listed as No.1 way to support DA students' achievement.</p> <p>'Data driven and responding to evidence' is no. 6</p> <p>EEF and Sutton Trust emphasise the need for increased research within schools to find the most effective ways of improving attainment and progress of DA pupils.</p>	Headteacher to oversee	CNH	July - End of Year Review
DA students' (partic. Y11) progress improves significantly (particularly in Maths and Humanities) and uptake of MFL increases	<p>Whole School T&L Strategies Implemented:</p> <ol style="list-style-type: none"> 1. DA1 Strategy implemented throughout <u>KS3</u> and 4, partic. in Maths and EBacc subjects (Hums, MFL, Science) 2. 'Practice' strategies implemented and embedded, particularly for classes with more DA students 3. Literacy & <u>Oracy</u> Strategy developed over 2 years that specifically supports DA students 4. Metacognition Strategy developed over 2 years that specifically supports DA students 5. Feedback Policy reviewed and implemented 6. Lead Teacher appointed in every KCA to support implementation of above whole school T&L Strategies 7. CPD/ Progression pathways provided for support staff (HLTAs, LSAs, Inclusion) to develop specific skills to support DA students 	<p>NFER Research lists high quality teaching for all as 1 of the 7 key strategies to support disadvantaged pupils' achievement</p> <p>EEF Toolkit lists Feedback as most impactful strategy and Metacognition as high-impact strategy</p>	<p>AHTs CPD/ T&L overseeing DA1 Strategy</p> <p>Regular updates at SLT meetings/ disseminated to staff through ALT/ PLT/ Briefings</p>	DCP	<p>June:</p> <p>DA student voice feedback</p> <p>In School Review</p>

	<p>Curriculum developed at KS3 and KS4 to support DA progress</p> <ol style="list-style-type: none"> <u>Curriculum at KS4 simplified and streamlined to support DA students</u> Knowledge-rich curriculum which builds cultural capital and knowledge coherently throughout KS3 3 Year KS3 ensures breadth and balance in curriculum Content chosen to engage and stretch DA students Setting arrangements and teacher allocation reviewed in all subjects to ensure decisions support DA progress, with particular focus on relationships, partic. for key DA students 	<p>Cognitive Science Research (Willingham, Didau etc.) Ofsted Research In school evidence e.g. success of English Dept</p>	<p>DHT Curriculum to oversee</p>	<p>MPN</p>	<p>June/ July</p>
	<p><u>Maths</u></p> <ol style="list-style-type: none"> PP students placed in highest possible sets and can't move down 'Best' teachers allocated to key PP classes in KS4 Monday Period 6 (5th period of Maths per week) Overstaff Maths to support DA achievement/ double staff key classes Target students – extra small group support & 1:1 support e.g. college students (utilise Maths specialist LSA) Cyclical curriculum (Wren) investigated and implemented Regular support meetings with HoD Maths re. DA progress Y7-11 <p><u>Humanities</u> Regular support meetings with HoD History and Geography re. DA progress Y7-11</p>	<p>UCL 'Dos and Don'ts of Attainment Grouping' EEF Toolkit cites positive impact of One to One Tuition (+5 months) and Small Group Tuition (+4 months)</p>	<p>SLT oversight Regular tracking at data entry points External consultant support</p>	<p>JNO</p>	<p>June: NB Could Period 6 be targeted more next year – for key students below target?</p>
	<p><u>General/ Y11</u></p> <ol style="list-style-type: none"> Ongoing PiXL membership to support strategies for increasing DA outcomes KS3 and 4 Intervention Coordinators Period 6 interventions for Y11 3-4 days per week for any DA with HW/ CW EIL below 3? Holiday interventions, particularly at Easter (PETXi?), Saturday school? Weekend residential? Teachers act as LSA in Y11 PP classes (either if under TT or as part of CPD programme (see Wren Academy) Science Tassomai/ Hegarty Maths/ Any other online programmes??? Weekly core subject (E/M/Sc) and core student group meetings focusing on DA progress Academic mentoring for key DA students Tutoring for key DA students in key subjects (NB My Tutor/ Action Tut.?) All DA students provided with key revision resources (rev. guides etc.) 	<p>Case studies from schools with high DA P8 scores: Compton, Wren, Sacred Heart, Denbigh High School, Sir Christopher Hatton</p>	<p>SLT oversight Regular tracking at data entry points External consultant support</p>	<p>JNO/ MPN/ CNH</p>	<p>July/ August when results come out</p>

Students completion of HW and revision tasks improves significantly	<ol style="list-style-type: none"> 1. Key students supported with <u>organisation</u> skills, particularly re. homework 2. HW/ Revision Club staffed 8-8.30/ 3-4 every day. Can this be increased to 4.30pm? (Obligatory attendance for key KS3 students with low HW EIL/ <u>Reward scheme</u> for KS4 students, particularly Y11) 3. Y11 Study Club Tuesdays and Fridays 3-4.30pm – not needed if HW 4. Post Module Review for DA students with Tutor/ YL regarding EIL, partic for HW 5. School HW Policy reviewed 6. Online HW programmes utilised 7. Regular programme of Study Skills and Revision Tips for all year groups 8. ShowMyHomework? 	EEF Toolkit shows Homework having positive impact at secondary level (+5 months)	Regular monitoring	DCP/ MPN/ MSL/ HCE	July
Total budgeted cost					c. 80,000
ii. Targeted support					
Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Underperforming DA students (particularly HPA) receive timely targeted support	<ol style="list-style-type: none"> 1. KS3 and KS4 Intervention Coordinators track (HPA) DA progress and intervene as required 2. Rapid Improvement Plan/ Underachievement Action Plans for underperforming DA students following module data: meeting with parents; E/M/Sc intervention/ what else???? 3. KS3 catch-up classes and individual support in literacy, numeracy and reading 4. KS3 Maths and English DA HPA Stretch groups providing small group support in lesson time/ tutor time/ period 6 5. Achievement Action style support implemented at KS3 and KS4 6. ? 	NFER Research identifies 'Meeting individual learning needs' and 'Data driven and responding to evidence' as two of the seven building blocks for raising DA attainment	Effective line-management of Int Coord.s RIPS monitored	MSL, JNO	July

Y7 DA students make improved progress in Literacy	<ol style="list-style-type: none"> 1. Nurture groups in place for English, History and Geography 2. Lexonik in place for lowest literacy students in Years 7-9 3. Accelerated Reader and Library supported with resources 4. Reading support programme: Y12s with Y7s 5. Learning Support Department supported with extra SLT leadership and appropriate level of teaching/ LSA/ administrative staff 6. Literacy Policy enacted by all teachers, particularly with regards to closing the vocabulary gap 7. HLTA Literacy appointed to support students with lowest literacy levels 	EEF Toolkit indicates oral language interventions (+5 months) and reading comprehension strategies (+ 6months) have strong impact for low cost Daniel Sobel cites SEN as key lever to improve DA attainment	AHT with resp. for Literacy to oversee	AHT (TBC)	July
DA 'repeat offenders' behaviour improves	<ol style="list-style-type: none"> 1. Positive Discipline Policy revised to 'teach' positive behaviour more explicitly/ develop restorative approach/ increase consistency/ remove students from lessons less/ reward students more (HPs etc.) 2. 8 days per week of school counsellor provision provided (2 x 4 days), supporting large number of DA students with mental health issues, which often lead to repeat behaviour problems 3. Inclusion Team – 5 colleagues support with behaviour, mentoring etc. – nb link more closely to each year group/ year leader to enable more proactive work, particularly engaging parents 4. Alternative vocational provision for key students in Y10-11 1 day per week at Street Vibes, Red Thread (?) 5. Alternative behaviour provision supports students at risk of exclusion with respite, behaviour modification support 6. <i>3-5 DA students in each year group: Personal Support Plan; regular meeting re. academic progress after every module – how link with RIPs</i> 7. HLTA SEMH appointed to support key students 	EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils	Behaviour data presented to SLT every module. Inclusion Support Group (ISG) meeting every month to discuss key students	SWS	
Total budgeted cost					c.£100,000
iii. Other approaches					
Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>DA students overall attendance improves and persistent absences decreases</p>	<ol style="list-style-type: none"> 1. Weekly tracking and monitoring of DA attendance 2. Full Time Attendance Officer and additional EWO provision from VSE 3. DA PA students identified and supported: same day calls (partic. Y11); tutor actions/ mentor assigned? Attendance and progress discussed regularly by YL/AHT; written communication/ home visit by EWO 4. Penalty Notices issued where appropriate 	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key building block (no. 2)</p>	<p>Weekly attendance data monitors attendance rates for key groups and individuals</p>	<p>SWS</p>	<p>July</p>
<p>DA parents engage more positively with school</p>	<ol style="list-style-type: none"> 1. More explicit parental guidance provided, particularly regarding sleep, phones, gaming 2. Meet key DA parents end of summer term/ start of Autumn term (possibly at their home) – clear actions/ importance of HW & revision/ free revision guides/ tutoring support 3. Financial Allowance provided for all DA students (how much???) to spend on educational items 4. DA EPRA for every year group 5. Build relationships with key DA families from the start – ensure extra support for DA students and families in Y6-7 transition e.g. separate EPRA event 	<p>EEF Parental Engagement Report cites positive parental engagement as key driver of DA achievement</p>	<p>Ensure specific concrete measures taken rather than abstract strategies</p>	<p>SWS</p>	<p>July</p>
<p>DA students (partic. HPA) are provided with and take up impactful opportunities to improve their <u>cultural capital</u>, <u>resilience and aspirations</u> (Charter Offer or CBacc)</p>	<ol style="list-style-type: none"> 1. All DA students offered 50% off trips 2. All DA students experience high quality careers and options advice 3. Brilliant Club re-started for Y7-12 for <u>HPA</u> DA students 4. Debate Mate and Jack Petchey Speak out Challenge offered 5. All KS3 DA students engage in at least 1 extra-curricular activity per week (NB extra-curricular offer needs to be planned in advance) 6. All KS3 DA students undertake minimum 3 public speaking/ oracy events in year (poetry reading/ TED talk/ ?) 7. All KS3 DA students offered LAMDA (NB pilot?) 8. All KS3 DA students (partic. <u>HPA</u>) offered/ undertake subsidised music tuition 9. All KS3 DA students are offered opportunities to develop student leadership/ voice 10. KS3 Scholars Programme continued (visits to Dulwich Prep etc.) for <u>HPA</u> 11. All Y7/ 8 HPA DA students pro-actively considered for Mandarin & Latin 12. All Y7 DA students undertake 3-5 cultural visits: LSO/ Art Gallery/ London Zoo/ Museum/ theatre or sports event? 13. All Y8 DA students attend Dorset Residential Trip (NB 2 wk half term!) and undertake 2-4 further cultural visits: Oxbridge/ ? 14. All Y9 disadvant. students undertake/ complete DofE Bronze Award 	<p>In school analysis of GCSE results indicates lack of cultural capital as key barrier to success. Sutton Trust research indicates importance of 'self-concept'. Large number of recent studies demonstrate importance of 'character' to educational success.</p>	<p>Tracked and monitored by DA spreadsheet</p>	<p>MSL, JNO, LLH</p>	<p>July</p>

	<p>15. Key Y9 students attend Future Frontiers style Aspirations Programme</p> <p>16. Year 9 Options Meetings to support DA students with correct choices (EBacc vs. Vocational)</p> <p>17. Y10 DA students prioritised for high-quality WEX placements</p> <p>18. All Y10 DA students encouraged to undertake Silver DofE</p> <p>19. Improve IAG regarding apprenticeships and non-university routes</p>				
DA students feel that this is 'their' school and exhibit a greater sense of belonging. Student body is cohesive and integrated.	<ol style="list-style-type: none"> 1. See above, particularly actions 1, 5, 8, 9, 13, 14 2. School diversity is actively celebrated through Black History Month and other events. 3. DA students appropriately represented in house leadership, head boy and head girl team and student voice. 4. House system encourages greater integration of students through house events and competitions e.g. Charter's got talent, student leaders 5. Greater celebration of (DA) student achievement and more opportunities for them to speak and perform in front of other students 6. HR Strategy aimed at increasing diversity of staff, particularly teaching staff and middle/ senior leadership 	Sutton Trust Research indicates that 'self-concept' is crucial to academic success. Challenge Partners QAR and Miranda Perry reports indicate lack of sense of belonging as possible barrier to achievement	Challenge Partners External Consultant support and review	CNH	July
Total budgeted cost					c. 80,000

5. Review of expenditure – SEE SEPARATE PUPIL PREMIUM STATEMENT 2017-18 (ON WEBSITE)

Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

6. Additional detail

Not applicable. See Pupil Premium Statement for review of 2017-18 Pupil Premium Spending.

