

**The Charter School North Dulwich**  
**Pupil Premium Statement 2018-19**

**What is the purpose of Pupil Premium funding?**

Schools receive additional income called the Pupil Premium. This money is allocated by the Government to help schools to support disadvantaged children from low income families and children in care. The amount of additional funding schools receive is based on: the number of children who are entitled to receive free school meals (FSM); the number of children who have been eligible for free school meals at any point in the last six years (known as 'Ever 6 FSM'), and the number of looked after children (CLA).

Nationally, FSM pupils and looked after children achieve less well compared to other students. For example, there is a large gap in the attainment of FSM/CLA pupils and other pupils in terms of the percentage who achieve 5-9 in English and Maths. Pupil Premium money has been given to help schools narrow the gap.

The term 'disadvantaged pupils' is used to refer to only those pupils for whom the pupil premium provides support. In April 2014, eligibility for pupil premium funding was extended for looked after children to those who have been looked after for one day or more and children who were adopted from care or left care under a special guardianship order or a child arrangements order (previously a residence order). The term 'disadvantaged pupils' does not refer to pupils who receive support through the service premium of £300 per pupil.

Pupil Premium funding is allocated as follows.

In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools will receive £2,300 ('Pupil Premium Plus') for any pupil:

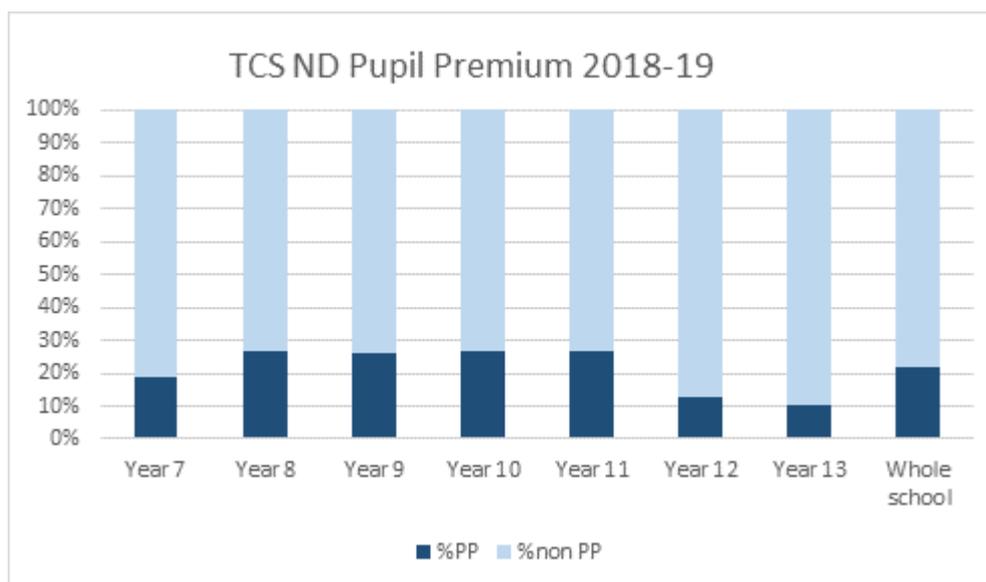
- identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil will manage the funding.

## What is the profile of disadvantaged students at The Charter School North Dulwich?

The table and graph below shows the percentage of disadvantaged students compared to other students currently attending The Charter School North Dulwich, broken down by year group.

	Year 7	Year 8	Year 9	Year 10	Year 11	<b>Year 7 - 11</b>	Year 12	Year 13	<b>Whole School</b>	National 2018*
PP	18.62	26.40	25.81	26.63	26.44	<b>24.5</b>	12.57	10.30	<b>21.92</b>	28.5
Non PP	81.38	73.60	74.19	73.37	73.56	<b>75.5</b>	87.43	89.70	<b>78.08</b>	71.5



## What funding does The Charter School North Dulwich receive for disadvantaged students?

### How much do we receive?

	2014-15 Financial Year	2015-16 Financial Year	2016-17 Financial Year	2017-18 Financial Year	2018-19 Financial Year
Number of Pupil Premium Students	260	258	243	229	217
% of Pupil Premium Students	29.5%	28.9%	27.3%	25.6%	24%
Pupil Premium Allocation	£245,000	£241,230	£227,672	£214,115	£202,428

The funding has been used in a number of ways at The Charter School North Dulwich to close the achievement gap between disadvantaged students and other students. These are summarised below.

## **What did The Charter School North Dulwich spend money on during the academic year 2017-2018?**

The school's rationale for spending its Pupil Premium allocation is founded on research and evidence, particularly the EEF Toolkit and guidance from the Sutton Trust. We decided to spend the money last year in a range of both general and more specific ways that we believed would have the most positive impact on disadvantaged students in terms of both overall holistic achievement and wellbeing and specific academic attainment and progress.

- Quality First Teaching for all students;
- Ensuring all students have access to a broad and balanced curriculum and a commitment to raising aspirations through increased disadvantaged students' uptake of the EBACC in Key Stage 4;
- Revision classes taught by subject specialists across a range of subjects including English and Maths after school and during the holidays;
- Additional staffing in Maths and English to provide additional in-class support and smaller class sizes to enable higher quality written and oral feedback;
- Trained SEN teachers to support students with low literacy and numeracy through one to one and small group work
- The appointment for 2018-19 of an HLTA for Literacy and HLTA for Behaviour Support
- Interventions for reading, spelling and handwriting; including 6<sup>th</sup> form students supporting younger students, 'Drop Everything and Read', 'Generation Read', Sound Training for Reading and The Accelerated Reader Programme.
- Specialist assessment and intervention to identify barriers to learning carried out by our Educational Psychologist;
- Provision of independent learning and revision resources and additional educational resources and equipment;
- After school homework and revision and study skills sessions; Homework Club in the library every day between 3 and 4pm
- Subject-specific targeted intervention sessions at lunchtime and after school;
- In-house Future Frontiers intervention for Year 9 disadvantaged students, along with other developmental programmes such as the Premier League Enterprise Academy programme for Year 8 & 9 disadvantaged students;
- Breakfast Club provision;
- 1-1 or paired Assertive Mentoring programme for Year 11s and Year 13s with a senior member of staff;
- Resilience and mental health/well-being projects e.g. 'Great Men', Girls Consent, Project Guardian
- School counselling service providing 8 staff days of counselling per week;
- Extensive high quality ICT facilities available to support student learning;
- Financial contribution made towards music tuition and 30-50% financial contribution made towards trips (50% for core educational trips) and further proactive support for disadvantaged students to apply for other trips; PE Summer Sports Trip and Year 8 Residential Trip
- Alternative provision / support programmes and qualifications for vulnerable students at The Princes Trust, New Start, VSE, SILS 6, Street Vibes;
- Mentoring, enrichment and anger management programmes led by the Inclusion Team;
- Tracking and supporting good attendance through Year Leaders and our Educational Welfare Officer;
- In-school careers advisor, who organises 1:1 meetings with KS4 disadvantaged students to support them plan for the transition to Key Stage 5, with a particular focus on potential NEETs
- Careers information advice and guidance and raising aspirations provision, including university and city workplace visits and dedicated support for disadvantaged Year 10 students for work experience, much of which is provided by our Head of External Affairs;
- Key Stage 3 (new), 4 and 5 Interventions Co-ordinators;
- Duke of Edinburgh Bronze Award programme for all Years 9 students, with disadvantaged students supported financially.

## **What has the impact of our Pupil Premium expenditure been so far?**

Quality support is given to FSM/PP students to ensure that they are supported to achieve outcomes which reflect their potential.

- All FSM/PP students are well supported on a daily basis in school. They are given a very high focus at transition points, e.g., Year 6 to 7 interviews/visits, making choices in Year 9 and applying for 6<sup>th</sup> form study

places. They are also very well supported in the in the run-up to public examinations. We ensure excellent attendance of disadvantaged students for all examinations. Year Leaders and the Inclusion Team work very closely with families to ensure that all students/parents know when key events are happening.

- Our FSM/Pupil Premium students continue to achieve strong results and to make good progress. In 2017 the whole school Progress 8 score was 0.43, whilst for PP students it was 0.21 and for other students 0.52. In 2018, the whole school Progress 8 score increased to 0.64, whilst for PP students the score was 0.15 and for non PP students 0.87. The Progress 8 score for other students nationally was +0.13.
- In 2017 the percentage of PP students who gained a Grade 5 or above in English and Maths was 38%, whilst for other students it was 70%. In 2018 39% of PP students gained Grade 5 or above in English and Maths, whilst 80% of other students did.
- Overall, we are pleased that our students outperform other students nationally in key measures such as Progress 8, but we are dissatisfied that we have not yet been able to increase their outcomes to match that of other students within the school. We will continue to commit ourselves to improving the outcomes of our disadvantaged students through targeted, impactful and evidence-based support.