

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	The Charter School North Dulwich
Pupils in school	1273
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£230,400
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	January 2020
Review date	July 2020
Statement authorised by	Christian Hicks
Pupil premium lead	Simon Williams
Governor lead	Alton McDonald

Disadvantaged pupil performance overview for last academic year

	<i>2019-20</i>	2018-19	2017-18	2016-17
Number	<i>37</i>	39	56	52
Progress 8	<i>+0.37</i>	-0.42*	+0.15	+0.19
Ebacc entry	<i>38%</i>	49%	38%	35%
Attainment 8	<i>51.6</i>	36.6	45.8	47.8
% Grade 5+ in English and maths	<i>38%</i>	18%	41%	38%
Attendance	<i>94.08%</i>	93.88%	93.85%	93.68%

* = * = unvalidated data inaccurate due to errors in recording vocational qualifications

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve P8 score for disadvantaged students of above +0.5	Sept 22
Attainment 8	Achieve A8 score for disadvantaged students of above 55	Sept 22
% Grade 5+ in English and maths	Achieve 50% of disadvantaged students gaining GCSE English and Maths 5+	Sept 22
Other	Improve attendance for disadvantaged students to 95% and reduce Persistent Absence to 10%	Sept 22
Ebacc entry	Increase Ebacc Entry for disadvantaged students to 50%	Sept 22

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruitment, retention and professional development of Maths department
Priority 2	Develop students' vocabulary and oracy amongst disadvantaged students
Priority 3	Embed homework and revision strategies amongst disadvantaged students
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Retaining key members of the Maths department 2. Low levels of vocabulary and oracy amongst disadvantaged students 3. Poor homework and revision routines leading to fragile knowledge acquisition amongst disadvantaged students
Projected spending	£100,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 for low attaining disadvantaged pupils
Priority 2	GCSE interventions in Year 11 to stop drop-off in attainment/ progress, particularly in Maths and Science (and Geography)
Priority 3	Transition support programme for Year 7 disadvantaged students
Barriers to learning these priorities address	<p>Low levels of parental support influencing low literacy outcomes</p> <p>Students' low levels of resilience for the new GCSEs, particularly in EBacc subjects</p> <p>Unidentified learning needs for disadvantaged students on entry to the school in Year 7</p>
Projected spending	£80,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop Strategic Persistent Absence intervention programme for disadvantaged students
Priority 2	Introducing a 'Texting Parents' programme across KS3 and KS4 to improve parental engagement ahead of GCSEs
Priority 3	<p>KS3 extra-curricular programme</p> <p>Y9 Duke of Edinburgh Bronze Award</p>
Barriers to learning these priorities address	<p>Poor attendance of significant minority of disadvantaged students</p> <p>Low levels of parental engagement/ knowledge amongst DA students</p> <p>Less developed resilience and 'character' traits amongst DA students</p>
Projected spending	£50,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, CPD afternoons and KCA/ Subject Meetings. Additional cover being provided by senior leaders
Targeted support	Ensuring enough time for EBacc subject support in Y11, particularly Maths and Science	Utilise after-school Period 6. Buy in support as required i.e. PET-Xi, MyTutor. Utilise excess lessons for staff and students for Maths and Science
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO and utilising LA Family Early Help Programme.

Review: last year's aims and outcomes

Aim	Outcome
Achieve positive P8 score for disadvantaged students, despite cohort issues	Not achieved – P8 score significantly below 0 for disadvantaged cohort*
Secure positive destinations for Y11 disadvantaged students. Minimise NEETs	Achieved
Achieve attendance for disadvantaged students of 94% and persistent absence of 15%	Not achieved – attendance at 93.88% and persistent absence at 17.8%

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