

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Charter School North Dulwich
Number of pupils in school	1278 (926)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	16/11/2021
Date on which it will be reviewed	31/10/2022
Statement authorised by	Mark Pain Head of School
Pupil premium lead	Ade Haastrup Deputy Headteacher
Governor / Trustee lead	Alton McDonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 198,622
Recovery premium funding allocation this academic year	£ 26,898
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£225,520

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students will develop the knowledge, skills and character so that they can be happy in life and be successful in higher education or the inspiring career pathway of their choice. We believe that all our young people have the potential to achieve in school and succeed in life. We are committed to our pursuit of the highest standards possible in education and we are united in our determination that all students will excel regardless of their starting points or personal circumstances. To succeed, all students will make outstanding progress and excellent attainment across the curriculum including the EBACC.

The focus of the pupil premium strategy is building on the three central ideas which support the raising of disadvantaged outcomes: quality first teaching, academic support, wider pastoral and welfare support. Critical is diagnosing the barriers, identifying the key strategies which will support raising achievement, implementing with fidelity and then rigorously reviewing the strategies for effectiveness. Therefore, this plan is linked as a part of the wider school improvement plan. Any strategies detailed below will implicitly continue to maintain the outcomes of non-disadvantaged pupils whilst improving their disadvantaged peers.

Quality first teaching is central to our approach to supporting disadvantaged students. This is proven to have the greatest impact on disadvantaged students and at the same time will continue to benefit non-disadvantaged students. Consequently, attainment will be improved for disadvantaged students whilst continuing to sustain outcomes for their non-disadvantaged peers.

The impact of the pandemic cannot be ignored; consequently wider school plans including the use of the National Tutoring Programme for targeted academic support for those students whose education has been worst affected will also support non-disadvantaged students who have struggled for other reasons.

We are also conscious of the wider challenges facing students and are responding appropriately to address the wider issues that can have impact on disadvantaged students.

Overall, we will:

- Ensure disadvantaged students are challenged in the work set and supported through metacognitive strategies to be resilient.
- Act early to intervene at the first point of need
- Adopt a whole school holistic approach where all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils is generally lower than their peers on entry to the school and during summative assessment data drops.</p> <p>Assessment on entry to year 7 in the last 2 years indicate that students are an estimated 15pts lower in attainment than their non-disadvantaged peers. Subsequent assessments indicate that during the lockdowns the attainment gap widened. Data indicates that estimated progress also widens.</p>
2	<p>Assessments and observations indicate that reading levels of KS3 disadvantaged pupils is generally lower than the reading comprehension of their peers. This will impact their progress in all subjects.</p> <p>On entry to Y7 in the last two years. The average reading age of a disadvantaged student is ??? compared to ??? of a non-disadvantaged student.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of some disadvantaged students have been impacted by the closures and lockdowns to a greater extent than their peers.</p> <p>This has caused some gaps in knowledge between disadvantaged students and their peers. This is particularly evident in EBacc subjects.</p>
4	<p>Previous assessments indicate that our disadvantaged students on entry lack metacognitive/ self-regulation strategies when faced with challenging tasks, this is particularly evident in planning and evaluation of tasks.</p>
5	<p>Attendance data over the last 2 years indicates that attendance among disadvantaged students has been on average between 2 and 5 percentage points lower than non-disadvantaged students.</p> <p>Persistent absenteeism is between 2-3% higher for disadvantaged students than their peers. In normal years, our assessments indicate that absenteeism negatively impacts pupil's progress.</p>
6	<p>Assessments indicate disadvantaged students have a higher level of social and emotional concerns as indicated by safeguarding records. This leads to increased challenges for disadvantaged students which directly impacts their attainment and progress.</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
Improved reading comprehension among disadvantaged pupils across KS3	<p>Reading comprehension tests will indicate improved comprehension skills for disadvantaged students and a reduced gap between the scores of disadvantaged students and their peers.</p> <p>Student engagement will improve and be indicated in reduced gaps in Engagement for learning for classwork.</p>

<p>Improved attainment and progress among disadvantaged students across the curriculum, with a focus on EBacc subjects, in particular a consistency of entry to EBacc</p>	<p>By the end of the current plan in 2024/25, 60% or more of disadvantaged students will consistently enter the English Baccalaureate (EBacc). In year 10 the figure is 55% and in year 11 the figure is 67%. Attainment 8 will be >57 EBacc average point score will be >5</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teachers' reports and observations indicate that disadvantaged students are more able to plan and evaluate their own learning. This will be supported by evidence of completed assessment and homework. Through increased engagement in learning in CW and HW</p>
<p>Improved student wellbeing and wider access to cultural capital opportunities</p>	<p>Student wellbeing key indicators will increase by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Relative reduction in safeguarding concerns for emotional concerns. • Increase in participation in enrichment activities for disadvantaged students
<p>To achieve and sustain improved attendance, particularly for disadvantaged students post pandemic</p>	<p>Sustained attendance by 2024/25</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils will be no more than 4%, and the attendance gap between disadvantaged and non-disadvantaged students is reduced to less than 2% • The percentage of all pupils who are persistently absent being below 10% and disadvantaged students being no more than 2% than their peers.

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: £113,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending school learning time by providing additional teaching time for EBacc subjects in Y11 (maths, science).	This is a deliberate non-targeted approach to increase student engagement and reduce identified gaps in learning due to Covid. The EEF guide on school time indicates to ensure effective attendance and engagement students should not be singled out. Overall adds +3 months to learning experience.	1
Developing metacognitive, self-regulation and oral skills in all pupils. This will involve ongoing teacher training and support. Process is embedded in the subject led development of pedagogy targeting bespoke strategies for each subject throughout the school	Developing metacognitive strategies to support pupils can be an inexpensive method to help students become more independent learners. EEF guidance indicates this is effective in all subject but particularly Maths. Oral language development has a similar impact to metacognitive strategies and in particularly explicitly developing students spoken vocabulary.	1 and 4
Enhanced support for early career plus one teachers and mentor time, linking to instructional coaching to improve the teaching and learning experience of disadvantaged students aimed at building teacher knowledge and embedding practice.	Instructional coaching and deliberate practice are the most effective professional development according to current evidence based. Sims found that it had an impact of 0.2 on outcomes, higher than any other professional development programme.	1
Quality first teaching and school culture through targeted CPD in: consistently implementing our	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil	1, 3 and 4

Charter School Teaching and Learning Basics; in implementing subject focused pedagogy (eg modelling, retrieval, interleaving etc) and in an effective programme of observation and feedback.	premium spending. (EEF Pupil Premium Guide)	
--	---	--

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

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils who have been impacted by the pandemic. This is focused on the NTP 3 to 1 programme on which is in addition to the 1 to 1 programme offered over the last three years. Significant numbers of these are disadvantaged high attaining boys.</p> <p>School led tutoring is led during the holidays and for certain groups in certain subjects after school (Geography and RS)</p>	<p>Tuition targeted at specific needs and knowledge gaps is an effective method to support students whose attainment is dropped.</p> <p>This is supported through one-to-one tuition in year 11 through the MyTutor programme</p> <p>This also takes place in small groups (3 to 1) for 15 week cycles of 15 hours in years 7-10</p>	1 and 3
<p>Reading breakfast club supporting reciprocal reading for disadvantaged students and those whose reading is below age-related expectations to support the comprehensions of texts and address vocabulary gaps</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly effective on short-term high impact reading schemes.</p> <p>(EEF report on reading comprehension strategies)</p>	2

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

Budgeted cost: £55,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining of student counselling service to support students with regulating their emotions and supporting with emotional difficulties. Training of mental health first aiders	Evidence to support counselling is based on improvements in students' depressive symptoms and psychological distress (Pearce et al., 2017; Saelid & Nordahl, 2017) Counselling and mental first aid intervention can have positive impact on social and emotional skills as evidenced in the EIF report on Adolescent mental health	3/6
Embedding principles of good practice around raising attendance through using the DfE's improving school attendance report. Specifically using services of a specialist educational welfare officer (EWO) to support the attendance of persistent absentees.	The DfE guidance has been informed by engagement with school that have significantly reduced persistent absence levels.	5
Specialised behaviour programmes to support mental health and behaviour. In particular, Smiling boys project targeting black boys to give coping strategies to students.	Programmes are targeted at developing self-management for students to enable engagement in curriculum. When embedded effectively has impact of +4 months to learning (EEF behaviour interventions) and the impact applies across the curriculum	6
Contingency fund for acute issues	Based on the experiences of the last two years, we have identified a need to reserve a small amount of funding to respond to unplanned in-year needs not yet identified.	

Total budgeted cost: £225,520

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggest that the performance of disadvantaged pupils varied by year group. In year 11, the progress of disadvantaged students was virtually identical to their peers and this existed across all curriculum areas. Attainment would have been significantly above any previous national data, and this was based on projections from before the pandemic which continued during the pandemic. The focus on enabling students to access and engage remote learning meant the majority of students were participating in the curriculum even during lock down and understood the importance of online learning. This pattern carried through into Year 13 where previous students classified as disadvantaged were successful in their A-Level and vocational outcomes.

The pattern in other year groups was more mixed with with disruption in all of our subject areas to varying degrees but particularly creative subjects. As evidenced in schools across the country, the closure from January to March was detrimental to our disadvantaged students, along with the persistent disruption of “bubbles” and need for students to isolate. Consequently, the previous year’s focus on vocabulary and oracy through the curriculum has had limited impact and oracy will continue to be sustained this year in certain subjects. Much of the potential impact was mitigated through effective supplying of devices, rigorous training of teachers and students for remote learning and an individual focus on students who were disengaged and inviting them into school.

Although overall attendance in 2020/21 was lower than in the preceding years at 95.1% with disadvantaged at 93.3%, this was higher than the national average. At time when all students were expected to be in school, the attendance was lower than the whole school, but this variation was not significantly different to previous years. However, persistent absence has increased due to Covid reasons and certain students isolating due to vulnerability in the family. This remains a focus for this year.

Our assessments indicated that wellbeing and mental health were significantly impacted. Alongside this behaviour due to “bubbles” was negatively impacted due to the removal of certain internal measures that were not Covid secure. We used pupil premium funding to support wellbeing and care for all students and provide targeted support during and after lockdown. This continues in the current plan.

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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

This section will be update on completion of SEF