



Pupil Premium Funding: the national and school context

The national context

The government provides schools with additional income called Pupil Premium Funding to enable them to narrow the achievement gap that is recognised to exist between children who are disadvantaged and other children. Disadvantage is defined by (a) entitlement to receive free school meals (FSM); (b) eligibility to receive free school meals at any point in the last six years (known as 'Ever 6 FSM'); and (c) being looked-after by a local authority (CLA). Schools receive Pupil Premium Funding at the rate of £935 per pupil for pupils in Years 7 to 11. This funding is to be spent at the school's discretion, in-line with the purposes stated above.

Schools receive £2,300 per pupil ('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). This funding also accrues to any child who has been in local authority care for one day or more and is recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care). Pupil Premium Plus is directed by the virtual school head of the local authority that is responsible for the pupil.

The School context

The Charter School East Dulwich serves a socio-economically diverse community with higher-than average levels of disadvantage. The School has targeted additional support strategies to enable every student, regardless of economic disadvantage, to be able to:

- Maximise progress and achievement
- Close attainment gaps relative to school and national averages
- Gain full access to our curriculum
- Access the school's extra-curricular provision

In addition to the measures set out in the Strategy Statement below, the School achieves these aims by:

- Carefully ring-fencing the funding so we spend it on the target group of students unless there is a compelling reason to include other students in the provision
- Drawing on research evidence (such as the Sutton Trust EEF Teaching and Learning Toolkit) and our own evidence of the most effective strategies
- Interviewing all children who are eligible for the PP using a structured interview programme designed to understand their individual needs in depth
- Ensuring that subject teachers know which students are eligible for the PPG so that they can take responsibility for accelerating their progress
- Understanding the importance of quality-first teaching, i.e. teaching that meets the needs of each student, rather than relying on interventions to compensate for teaching that is not consistently good



- Ensuring that mainstream class sizes remain smaller-than-average ensuring that disadvantaged students benefit from more teacher focus and attention
- Deploying trained support staff who understand their role in supporting the achievement of disadvantaged students
- Developing and improving our modular tracking system, so that all pupil premium students' performance is closely monitored and any underperformance is addressed quickly.
- Having a clear policy on spending the PPG agreed by Governors and Trustees

Despite the ring-fenced nature of PP funding, evidence from educational research strongly suggests that the most effective use of such funding is to supplement and enhance broader aspects of school provision. Most of the initiatives described in this report take this form. In many cases, the fully-loaded cost of this provision exceeds the amount funded through the Pupil Premium Grant.

The Impact of Covid-19

There is substantial evidence that mandatory national school closures related to Covid-19 have had a disproportionate impact on children who are Disadvantaged. The School's experience is broadly consistent with this wider picture. We have good evidence to suggest that children who are Disadvantaged engaged better with schoolwork set during Lockdown than was typical of this group nationally. However, their achievement will have been less strong than would have been the case under more normal schooling conditions.

This report attempts to describe the use to which Pupil Premium funds were put both before and *after* the imposition of mandatory school closure on 20 March 2020. **Highlight text** has been used to indicate where a specific change in provision following this date was made possible by the allocation of PP funds. It is unfortunate, but inevitable, that the School is able to measure the impact of its work with these children less reliably than would be the case under normal schooling conditions. Some impact measures, such as pupil attainment, have been excluded from this report in order to avoid positing a false equivalence with measures arrived at under normal conditions.



Pupil premium strategy

1. Summary information			
School	The Charter School East Dulwich		
Designated PP Champion	Headteacher		
Year	2019-20	PP Funding	£230,400
Date of most recent PP Review	4 August 2020	Date of next scheduled PP Review	n.a.

2. Pupils eligible for EHCP funding		
	#	%
Whole cohort	192	33
Year 7	47	27
Year 8	52	29
Year 9	36	31
Year 10	44	38



3. Student achievement - Key Stage 3		
	<i>Sum2 2019-20</i>	
	<i>Pupils eligible for EHCP</i>	<i>Other pupils</i>
% achieving Securing or Mastering in English	n.a.	n.a.
% achieving Securing or Mastering in Maths	n.a.	n.a.
% achieving Securing or Mastering in English and Maths	n.a.	n.a.
% achieving Expected or Above Expected progress in English and Maths	n.a.	n.a.
% achieving Securing or Mastering in All Ebacc Subjects	n.a.	n.a.
% achieving Expected or Above Expected progress in All Ebacc Subjects	n.a.	n.a.

4. Student achievement - Key Stage 4		
	<i>Sum2 2019-20</i>	
	<i>Pupils eligible for PP</i>	<i>Other pupils</i>
% achieving grades 5 to 9 in English (Language or Literature)	n.a.	n.a.
% achieving grades 5 to 9 in Maths	n.a.	n.a.
% achieving grades 5 to 9 in English and Maths	n.a.	n.a.
% achieving Expected or Above Expected progress in English Language and Maths	n.a.	n.a.
% achieving grades 5 to 9 in All Ebacc Subjects	n.a.	n.a.

NB. The national school closure necessitated by the public health crisis surrounding Covid-19 means achievement data is not sufficiently reliable for inclusion here.



4. Barriers to future attainment for pupils eligible for PP (including those with high prior attainment) ¹		
In-school barriers (<i>issues to be addressed in school</i>)		Evidence of barrier
AC	Pupils have low academic 'self-concept', ie. their sense of themselves as learners is characterised by low rates of confidence. This may also include low rates of cultural capital.	Progress data; rates of completion and quality of classwork; feedback from teachers, learning mentors. etc.
BL	Pupils' behaviour for learning in lessons does not support consistently high rates of progress.	Behaviour incident tracking and House Points.
LL	Pupils have low levels of literacy, in particular reading.	Accelerated reader assessments (where relevant), classwork and written assessments across all subjects Spr1 and Spr2.
SS	Pupils have underdeveloped self-study and/or revision skills.	Homework records; assessment data
External barriers (<i>issues which also require action outside school</i>)		Evidence of barrier
AS	Pupils' have low aspirations of themselves, both day-to-day and in the future.	Student engagement with the Whole School Careers programme, PSHE lessons, GCSE options choices, etc.
AT	Pupils' attendance at school is significantly below the school's target rate.	Daily attendance data.
EW	Pupils' emotional wellbeing prevents consistent engagement and progress in lessons.	Feedback from mentors, counsellors and teachers. Reduced rate of absence from lessons for reasons of self-regulation and or removal.
HL	Pupils have limited capacity for Home Learning.	Homework records; assessment data

¹ Taxonomy based on (a) Education Endowment Fund Toolkit; (b) Strand (2016) and (c) Interviews with students in December 2019



5. Key results and progress to-date		
	Key result	RAG
AC	Pupils' confidence in their abilities as learners will rise to the point at which it is no longer a barrier to effective engagement in lessons.	Yellow
AS	Pupils eligible for the PP aspire to levels of day-to-day and future achievement directly comparable to Other Pupils.	Yellow
AT	Attendance of pupils eligible for PP funding will converge rapidly towards the whole school target.	Green
BL	Incidents of negative behaviour in-lessons involving pupils eligible for the PP will converge rapidly towards the whole school target--i.e. zero--while positive behaviour in-lessons will converge rapidly towards the whole school average.	Yellow
EW	Pupils eligible for the PP will engage positively with mentoring and/or counselling services with a beneficial impact on mental wellbeing.	Green
HL, SS	Pupils rate of completion and quality of independent learning tasks converge rapidly toward the school average.	Red
LL	Pupils eligible for PP funding will achieve target levels of literacy as defined in the TCSED Whole School Literacy Policy 2019-20.	Yellow

RAG rating used in this document	
Green with checkmark	The key result has been achieved in a way met stated School objectives.
Light Green	The key result is on-course to meet stated School objectives.
Yellow	Action is underway to ensure the key result meets stated School objectives OR The key result is deviating from agreed viability tolerances.
Red	Remedial action is required in order for the key result to meet stated School objectives OR Achieving the key result is likely to exceed viability tolerances.



6. Planned expenditure by target outcome					
AC - Pupils' confidence in their abilities as learners will rise to the point at which it is no longer a barrier to effective engagement in lessons.					
Strategy for support	Evidence and rationale	Quality assurance measures	Staff lead(s)	Cost ²	Next review point
Smaller-than average class sizes across Key Stage 3 so that pupils will make accelerated rates of progress in Year 7 in order to avoid the national 'slump' that takes place during secondary transition	TCSED operates teaching groups with an average size of 24 pupils across Key Stage 3. This enables teachers employing QFT principles to spend additional time with disadvantaged pupils in their care and contributes to a more personalised learning experience for those pupils. This affects substantially all disadvantaged pupils but is particularly important to those pupils whose attainment does not warrant their inclusion in a nurture or withdrawal group. Costs have been allocated on the basis of the school's average teacher cost based on 0.7 FTE to create additional capacity.	Lesson observations and work scrutiny routinely focus on the progress of pupils who are disadvantaged. All teachers are observed on average once every three weeks. Work scrutiny takes place at a departmental and Senior Leadership level once every term.	SDY	£46,000	n.a.
Small group withdrawal sessions for pupils in Years 7 and 8 in order to develop foundational understanding of English to support access to the wider curriculum. Pupils spend up to 50% of their English Language and Literature lessons time in small groups. English withdrawal groups in Key Stage 3 are taken by teaching and learning support	The programme has proved to be effective over the past two years' in raising pupils' attainment in English. It has been independently evaluated and shown to be effective in other schools.	Staff involved in delivering the programme have experience of lower-than-secondary average rates of literacy as a result of previously working in a primary context. Routine lesson observations are conducted by the school SEND Coordinator, who is the school leader most experienced in developing functional literacy.	ABW (acting)	£24,000	n.a.

² All figures represent full-year forecasts and have been rounded to the nearest £1,000



staff with experience of primary school levels of literacy.		Note: These classes continued under lockdown conditions with students in nurture groups receiving substantially more 'live lesson' contact time over Google Meets than other students.			
Pupils eligible for the PP participate disproportionately in Maths 'nurture groups' in Years 7, 8 and 9 in order to develop a foundational understanding of Maths.	Up to 20 students are taught in Maths nurture groups in each year group. All of these students currently qualify for the PP. Costs have been allocated on the basis of the school's average teacher cost based on 0.7 FTE to cover these classes.	These classes are taught by qualified Maths teachers and form part of the routine Quality Assurance Programme. Note: These classes continued under lockdown conditions with students in nurture groups receiving substantially more 'live lesson' contact time over Google Meets than other students.	AJS	£46,000	n.a.
Subsidised access to instrument lessons outside of the formal Music curriculum.	A significant number of qualifying students receive instrument lessons, the cost of which is either partially or wholly met by the school. We allocate funding based on their participation rate.	The Head of Music monitors engagement with and progress in instrument lessons as well as the rate of enrollment in Music GCSE by children who are Disadvantaged. Note: These lessons continued under Lockdown via the use of Google Meets.	AWS	£6,000	n.a.
Dedicated involvement in LAMDA public speaking qualification.	The school fully funds 10 pupils eligible for the PP to study for the London Academy of Music and Dramatic Arts' (LAMDA) Graded Examinations in Communication: Speaking in Public. The qualification is designed to develop the skills necessary for effective oral communication and public presentation.	The LAMDA programme is a well-established and recognised qualification that has proven effective in building disadvantaged pupils' confidence and lowering the barriers to their participation in more prestigious academic and/or professional programmes. Students who have participated in the programme in prior	JKR	£3,000	n.a.



		years have routinely ranked it as one of their most worthwhile experiences at secondary school.			
Subsidized participation in educational trips.	The school routinely subsidizes educational trips for pupils eligible for the PP (in addition to providing more supportive payment terms). The standard rate of subsidy for eligible pupils is 50% (consistent with TCSND) but for specific cases of hardship the school has been willing to provide fully funded places in trips that involve the whole cohort. On average four pupils per trip were subsidized to this extent. The school fully-funded one pupil's participation in an outdoor activities trip to Italy.	University and other educational trips took place in Autumn term and during Spring 1, but were suspended after 20 March.		£3,000	n.a.
Subsidised access to other Enrichment activities involving a direct cost to the School.	There is a high rate of participation by qualifying students in extra-curricular activities across-the-board. Some of these involve costs to the school--e.g. BMX training, Swimming, tennis. We have provisionally allocated a small amount of PP funding to this block of activity in order to guarantee involvement of qualifying students.	A full range of enrichment activities took place in Autumn term and during Spring 1. Most enrichment activities were suspended after 20 March.	JBN	£3,000	n.a.
AS - Pupils eligible for the PP aspire to higher-status careers at a comparable rate to Other pupils.					
Strategy for support	Evidence and rationale	Quality assurance measures	Staff lead(s)	Cost	Next review point



Personalised guidance	Every pupil, and their parents have access to high quality information about future study options and labour market opportunities. This is provided through the PSHE curriculum, through linking subject curriculum to careers and through the support of an informed careers adviser available from KS4+. All disadvantaged students will have an	Students and their parents are asked to provide feedback on the quality of the guidance they receive and the impact this guidance has on their choice of GCSE subjects along with a host of other life decisions. Note: This service continued remotely despite the school closure. Every student in Years 9 and 10 had a personalised appointment with the School careers counsellor via videoconference.	JKR	£4,000	n.a.
Encounters with employers, employees and workplaces	In addition to the above, PP-eligible students receive priority access to in-person meetings with employers in a range of industry sectors. Meetings take the form of small group sessions,	Students are asked to provide feedback on the impact of meetings they have attended. This feedback is used to help structure the ongoing programme. This programme was significantly curtailed by the impact of Covid-19 measures.		£300	
Encounters with further and higher education	PP-eligible students receive priority access to trips to universities in the UK, including in 2019-20, Oxford University, Southbank University and Sussex University.	Students are asked to provide feedback on the impact of visits they have attended. This programme was significantly curtailed by the impact of Covid-19 measures.		£400	

AT - Attendance of pupils eligible for PP funding will converge rapidly towards the whole school target.



Strategy for support	Evidence and rationale	Quality assurance measures	Staff lead(s)	Cost	Next review point
<p>Educational welfare service employed to monitor pupils and follow up quickly on trancies. First day response provision.</p>	<p>Schools cannot improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP.</p> <p>Attendance and progress discussed at least fortnightly with PP Coordinator and mentor.</p> <p>Letters about attendance to parents / guardians. Support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers</p>	<p>RHY</p>	<p>£6,300</p>	<p>Apr 20</p>
<p>BL - Incidents of negative behaviour in-lessons involving pupils eligible for the PP will converge rapidly towards the whole school target--i.e. zero--while positive behaviour in-lessons will converge rapidly towards the whole school average.</p>					
Strategy for support	Evidence and rationale	Quality assurance measures	Staff lead(s)	Cost	Next review point



<p>The Restorative Justice System requires students to reflect, in written and verbal form, on their behaviour in lesson/s and to use reflection materials during a meeting with their teacher, prior to returning to lessons.</p>	<p>Behaviour will not improve unless students are guided to reflect on the reasons for the sanction and impact of their behaviour on others. Requiring a meeting with their teacher prior to returning to their lessons enables a fresh start for students and restores their relationship with the teacher in charge.</p>	<p>Behaviour data and logs. Monitoring by ABT and Subject leads, where there are repeated issues within key subjects.</p>	<p>ABT/RHY</p>	<p>£7,000</p>	<p>n.a.</p>
<p>Behaviour Support Unit - Isolation work completed in silence throughout the day after the pupil has received a Gross Misconduct. This includes a 1:1 meeting with a member of the Behaviour Team to reflect on the behaviour that led to their removal to the BSU. Followed by a parent meeting with the pupil, ideally prior to returning to lessons.</p>	<p>Behaviour will not improve unless students are guided to reflect on the reasons for the sanction and impact of their behaviour on others. Enabling mentoring session to take place during the day in the BSU enables the pupil to discuss strategies for avoiding a repeat of the incident or behaviour that led to the sanction. Parent meetings ensure there is joint support for the pupil and that messages can be reinforced at home.</p>	<p>Behaviour data and logs. Monitoring by ABT and RHY, particularly for repeat offenders.</p>	<p>ABT/RHY</p>	<p>£2,000</p>	
<p>Weekly Target Report - Pupil must meet 3 targets each lesson, aiming to ensure a positive pattern of behaviour.</p>	<p>Targets enable the pupil to take control of their behaviour in lessons and treat each lesson as a separate session, whilst gaining satisfaction from seeing positive comments and scores reflecting positive behaviour as each day progresses.</p>	<p>Behaviour data and logs. Monitoring by ABT and RHY, particularly for repeat offenders.</p>	<p>ABT, RHY</p>	<p>£3,000</p>	
<p>EW - Pupils eligible for the PP will engage positively with mentoring and/or counselling services with a beneficial impact on mental wellbeing.</p>					
<p>Strategy for support</p>	<p>Evidence and rationale</p>	<p>Quality assurance measures</p>	<p>Staff lead(s)</p>	<p>Cost</p>	<p>Next review point</p>



Clinical Psychologist with CAMHS experience working on staff part-time.	The complex range of emotional needs experienced by our students and the falling rates of external support provided by public sector agencies involved with young people's wellbeing necessitated a part-time appointment. Approximately 80 percent of the role is focused on the needs of pupils who are eligible for the PP.	The clinical lead has a Ph.D. in clinical psychology and has previously worked in CAMHS settings for 13 years.	RHY	£14,000	Apr 20
The School appointed a learning mentor and family liaison officer in January 2020 tasked with working predominantly with disadvantaged students and their families. The children at the centre of this provision all qualify for PP funding.	The School has small number of families who do not engage actively with conventional forms of communication, eg. parents evenings, parents forums, school newsletters. Many of these families are responsible for children who are at risk of under-achievement and/or who exhibit more challenging behaviour in school.	The family liaison officer is line-managed by the Deputy Headteacher against agreed annual performance targets and in respect of specific case files.	RHY	£38,000	Apr 20
Group coaching and mentoring programmes to improve pupils' wellbeing and engagement with School.	The school has engaged a number of outside agencies in order to provide additional support for students with challenges to their mental wellbeing and/or sense of self-esteem. These include: 24 students participated in a group mentoring exercise aimed at developing self-esteem in boys without strong male role models. Up to 20 students took part in a series of workshops run by 2to3degrees aimed at raising aspirations among disadvantaged students. All but one of the students participating in these (and sundry smaller) programmes qualified for the PPG.		CDY	£5,000	Apr 20



HL, SS - Pupils rate of completion and quality of independent learning tasks converge rapidly toward the school average.					
Strategy for support	Evidence and rationale	Quality assurance measures	Staff lead(s)	Cost	Next review point
Supervised after-school study sessions	The school makes available daily opportunities for supervised homework support, particularly for students who lack either quiet study space or internet access in the home. This has been particularly important as teachers have increased their use of Google Classroom as the principal means of setting homework and as the Maths Department has increased its use of Hegarty Maths online. The school maintains a superior device-to-user ratio in order to resource this facility.	Elective study sessions are supervised by LSAs. Compulsory study sessions are supervised by members of the School Senior Leadership Team. Completion and quality of homework is monitored by classroom teachers and subject to regular review by Middle and Senior Leaders.	SDY, JKR	£4,000	Apr 20
LL - Pupils eligible for PP funding will achieve target levels of literacy as defined in the TCSED Whole School Literacy Policy 2018-19.					
Strategy for support	Evidence and rationale	Quality assurance measures	Staff lead(s)	Cost	Next review point
Whole School Literacy Policy includes specific minimum targets for literacy across Key Stage 3 in order to improve pupils' academic literacy ('Scholarly Language')	Several independent studies (including Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment. The Whole School Literacy Policy clearly specifies the standards in relation to which teachers should teach and mark for literacy development.	2iC English/Whole School Literacy Coordinator to deliver regular training on the explicit teaching of and marking for literacy development. Work scrutiny routinely to focus on marking of the work of pupils eligible for the PP.	TSE	£2,000	Apr 20



Effective deployment of Learning Support Assistants (LSA) to support the development of 'Securing' understanding of English language skills in mainstream classrooms	Up to 58 students across five teaching groups receive some measure of regular support from an in-class LSA. Almost all of these students are eligible for the PP.	LSAs are assigned 'link' relationships with School departments in order that they can become more familiar with the content being taught and advise subject teachers on the most effective forms of differentiation. The SEND Coordinator regularly observes LSAs in support of children who are eligible for the PP.	ABW, HoDs	£5,000	Apr 20
Use of Lexia Reading and Accelerated Reader programmes to help pupils address reading age deficits.	Tutor time teaching of functional literacy skills, guided by an LSA. Up to 12 students per week participated in the programme.	Reading age tests are completed at the beginning and end of each academic year to track progress.	ABW, TSE	£2,100	Apr 20
One-to-one tutoring in English through MyTutor for a target group of 30 students in Year 10 who have made the least progress during Lockdown.	Students' rate of engagement and level of achievement was assessed through in-school taught sessions after the partial re-opening of schools in July. The target group of students was identified based on a forced ranking exercise of the cohort overall.	A member of the school senior leadership team is tasked with monitoring engagement with the programme. Additional baseline testing will be conducted in September in order to measure the effectiveness of the intervention.	JKR	£6,300	
Total budgeted cost				£230,400	