

## The Charter School East Dulwich

### Pupil premium strategy statement 2021-22

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 East Dulwich
Number of pupils in school	965
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	15/13/2021
Date on which it will be reviewed	30/11/2022
Statement authorised by	Alison Harbottle Head of School
Pupil premium lead	Nathaniel Wilson Deputy Head of School
Governor / Trustee lead	Stephen Potter

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 223,714
Recovery premium funding allocation this academic year	£ 36,758
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,472

# Part A: Pupil premium strategy plan

## Statement of intent

The Charter School East Dulwich exists to inspire young people from across its diverse local community to develop the character and expertise they need to succeed in adult life - personally, economically and in good citizens. We teach our students to be curious, creative, courageous and caring. They will leave us happy in themselves, excited about their future and ambitious to achieve.

The focus of our pupil premium strategy builds on the three central ideas which support the raising of disadvantaged outcomes: high quality inclusive teaching, targeted academic support, wider pastoral and welfare support. We will continually consider the challenges faced by vulnerable students including those with specific pastoral or social need. To ensure the highest impact for our students we will regularly diagnose and review barriers to learning, identify key strategies to raise achievement, ensure effective implementation and rigorously evaluate the effectiveness of applied strategies. This Pupil Premium Strategy Plan sits within wider school improvement plan and wider school plans for education recovery and improvement. Any strategies detailed below will implicitly continue to maintain the outcomes of non-disadvantaged pupils whilst improving their disadvantaged peers.

Quality inclusive 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 is evident across a wide range of student groups; consequently, wider school plans including the use of the National Tutoring Programme provide targeted support for those students whose education has been worst affected including non-disadvantaged students who have struggled for other reasons.

Our approach will be data driven, responding to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches adopted complement each other to help pupils excel. Overall, we will:

- ensure disadvantaged students are challenged in the work set and supported to build academic resilience.
- 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 section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The <b>attainment of disadvantaged</b> students is generally lower than their peers <b>on entry</b> 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 9 pts lower in attainment than their non-disadvantaged peers.</p> <p>Subsequent assessments indicate that during the lockdowns the attainment gap widened, particularly for the current Year 11 cohort. Data indicates that estimated progress also widens.</p>
2	<p>Assessment data and observations indicate that <b>reading levels of KS3</b> disadvantaged students 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 September 2021 the average reading age of a disadvantaged student was 9 years 1 month compared to 11 years, 11 months of a non-disadvantaged student.</p>
3	<p>Academic assessment data, observations and discussions with students and families suggest that the <b>education and wellbeing</b> of some disadvantaged students have been <b>impacted by the closures and lockdowns</b> to a greater extent than their peers.</p> <p>As a result, some disadvantaged students have greater gaps in knowledge and skill application than their non-disadvantaged peers. This is particularly evident in the EBacc subject areas.</p>
4	<p>Student voice, conversations with staff and families alongside academic assessment data indicate that <b>examination skills, revision techniques and academic resilience</b> is lower for disadvantage students in comparison to their non-disadvantaged peers. In particular the Year 9 – 11 cohorts have been additionally affected in this area by the impact of closures and lockdowns.</p>
5	<p><b>Attendance</b> data over the last 2 years indicates that attendance among disadvantaged students has been on average between 3 and 5 percentage points lower than non-disadvantaged students.</p> <p>Persistent absenteeism is between 9 and 11 % 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 <b>higher level of social and emotional concerns</b> as indicated by safeguarding records. Mental health in particular is an increasing challenge. This leads to increased barriers for disadvantaged students which directly impacts their attainment and progress.</p>

## Intended outcomes

This section 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 disciplinary literacy and 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 surveys and assessments will indicate an increased engagement in reading.</p> <p>Subject assessment data and staff observations will indicate an improved access to subject specific literacy and increased attainment on literacy-based questions.</p>
Improved attainment and progress among disadvantaged students across the curriculum, with a focus on EBacc subjects, in particular closing the gap in English and Maths.	<p>By the end of the current plan in 2024/25,</p> <p>There will be no gap between PP and non-PP attainment or progress GCSE headline measures</p> <p>Attainment 8 more PP students will be &gt;58</p> <p>EBacc average point score will be &gt;5</p>
Improved examination, revision and academic resilience skills among disadvantaged pupils across all subjects.	<p>Teachers' reports and observations indicate that disadvantaged students are more able to plan and evaluate their own learning, prepare for exams and have increased resilience on challenging tasks . This will be supported by evidence of completed assessment and revision tasks.</p>
Improved student wellbeing and wider access to cultural capital and aspirational opportunities	<p>Student wellbeing key indicators will increase by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Relative reduction in safeguarding concerns for emotional concerns.</li> <li>• Increase in participation in enrichment activities, trip and events for disadvantaged students</li> </ul>
To achieve and sustain improved attendance, particularly for disadvantaged students post pandemic	<p>Sustained attendance by 2024/25</p> <ul style="list-style-type: none"> <li>• 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%</li> <li>• The percentage of all pupils who are persistently absent being below 10% and disadvantaged students being no more than 4% than their peers.</li> </ul>

## Activity in this academic year

This section 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: £94,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the quality of teaching and learning through recruitment of subject specialists as the school continues its growth into sixth form	Ensuring an effective subject specialist 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 Premium spending (EEF Pupil Premium Guide)	1, 3 and 4
Developing metacognitive, examination and revision skills in all students. This will involve ongoing teacher training, monitoring, support and resourcing. The approach will combine core skills development through the pastoral programme with subject specific development.	Developing metacognitive and revision/ exam strategies to support students can be an inexpensive method to help students become more independent learners. EEF guidance indicates this is effective in all subjects but particularly Maths.	1 and 4
The use of instructional coaching as enhanced support for early career teachers, early career plus one and specifically identified staff in need of development. The approach will improve the teaching and learning experience of disadvantaged students aimed at building teacher planning rigour and classroom management through embedded practice.	Instructional coaching and deliberate practice are the most effective professional development according to current evidence bases. Sims found that it had an impact of 0.2 on outcomes, higher than any other professional development programme.	1 and 3

Developing quality inclusive teaching and student culture through targeted CPD, consistently implementing our approach of 100% focus and active classrooms	Ensuring a calm, orderly environment where students know their students well and use student data effectively to challenge and support is paramount to a disadvantage first approach.	1, 3, 4 and 6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £78,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring programme to provide a blend of tuition, mentoring and schooled tutoring for pupils who have been impacted by the pandemic. This is focused on the NTP 3 to 1 programme. Significant numbers of these are disadvantaged high attaining boys.	Tuition targeted at specific needs and knowledge gaps is an effective method to support students whose attainment is dropped.  This is supported through 3 to 1 tuition in year 11 through the MyTutor programme for 15 week cycles  In addition, this is being rolled out to groups in years 7 – 10 where underachievement in English, Maths or Science is identified.	1 and 3
Additional learning time given for English and Maths through nurture groups in Years 7 – 9 and Accelerated groups in Key stage 4	Small groups with tailored curriculum and an effective subject specialist teacher are shown to impact highly on student progress, enabled a more individualised approach in closing student learning gaps.	1, 2 and 3
Students with limited access to technology in the home are provided with loan devices and/or dongles to secure access to the school curriculum including google classroom. Online revision tools purchased for DA GCSE students, e.g. GCSE Pod, Tassimo, etc.	Assessments evidenced that students who engaged with online learning during the National Lockdown progress at a higher rather than those who did not. The school runs on a Google classroom model and therefore access to technology for disadvantaged students is paramount to their development and academic learning. The effectiveness of online teaching continues to improve as a result of ongoing staff training. Active engagement with all chosen platforms	1 and 4

	has been demonstrated to improve GCSE outcomes.	
Increasing learning time though data driven targeted group intervention at the end of the school day for Year 11 students called Period 6.	Assessment data shows that those attending effective small group intervention have increased their progress and attainment in associated subjects. Methods used are in line with Pixl researched based Diagnosis Therapy Testing models.  Period 6 student are selected based on in school regular assessment data and always include a significant proportion of disadvantaged students.	1,3 and 4
Reading Mentors programme in Year 7 focussed on improving literacy and reading competencies for those with the lowest reading ages	The use of student peers from higher year groups impacts highly on student engagement. Programme curriculum and details are structures against research reading development SOWs	2
Daily study rooms and exam breakfast programmes are run for Key stage 4 and 5 mock examination and external examination series. This is open to all students but disadvantaged students are targeted to attend.	A large number of disadvantaged students are impacted by reduced space and resources at home. Providing space, food and guided support before and after school enables them to focus and receive academic support and mentoring.	4 and 6

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

Budgeted cost: £97 100

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 and 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 schools that have significantly reduced persistent absence levels.	5
Recruitment and retention of specialist staff including Safeguarding administrator, family liaison officer and Key Stage 5 Pastoral Manager	Specialist staff intervention and development of strong family links can have a positive impact on social and emotional skills of the most vulnerable students as evidenced in the EIF report on Adolescent mental health	3, 5 and 6
Specialised staff training around anti-racism and unconscious bias through Power The Fight training.	Student, staff and family voice indicates that unconscious bias can adversely affect the most disadvantaged students regardless of race. Where there is intersectionality between racial bias and disadvantaged school environment and interactions have the most opportunity to improve aspiration and progress for students.	6
Specialised behaviour programmes to support mental health and behaviour. In particular, Mentivity group work and Innerscope coaching give emotional intelligence and resilience 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.	All

**Total budgeted cost: £260,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This section 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 and subject. In Year 11, the progress of disadvantaged students was close to their peers but with a larger gap for the more able disadvantaged. 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.

The pattern between disadvantaged students and their peers in other year groups was more mixed 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 disciplinary literacy and meeting the needs of all learners in mixed ability groups has had limited impact. These areas 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 92.7% with disadvantaged at 90.2% this was in line with the national average. At times 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 student behaviour culture was negatively impacted due to the removal of certain internal vehicles and measures that were not Covid secure alongside the high staff absence in the later part of the academic year. 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