

The Charter School East Dulwich

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium 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	1267 (Y7-11: 978, Y12-13: 289)
Proportion (%) of pupil premium eligible pupils	28.9% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024 This is the 2023-24 update
Date this statement was published	December 21 st 2023
Date on which it will be reviewed	1 year later
Statement authorised by	Alison Harbottle Headteacher
Pupil premium lead	Nathaniel Wilson Deputy Head of School
Governor / Trustee lead	Rebecca Kaloo (Draft to be approved)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 295,000
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	£ 295,000

Part A: Pupil premium strategy plan

Statement of intent

The Charter School East Dulwich's core mission is to celebrate our diverse community, educating our students to thrive and confidently shape their futures with a love of learning, excellent qualifications and strength of character. It is our expectation and consistent drive that our most disadvantaged students receive the very best of our educational provision, if our mission is not fulfilled for our most disadvantaged then it is not fulfilled at all.

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. Any strategies detailed below will implicitly continue to maintain the outcomes of non-disadvantaged pupils whilst improving the provision for 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 is 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 students 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	Prior Attainment: The attainment of disadvantaged students is generally lower than their peers on entry to the school and during summative assessment data drops. Assessment on entry to Year 7 in the last 2 years indicate that students are lower in prior attainment than their non-disadvantaged peers. 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.
2	Pandemic Impact: Academic assessment data, observations and discussions with students 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. 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 including MFL and Humanities.
3	Reading Levels: Assessment data and observations indicate that reading levels of KS3 disadvantaged students is generally lower than the reading comprehension of their peers. This will impact their progress in all subjects. On entry to Y7 in September 2023 the average reading age of a disadvantaged student was 9 years 4 months compared to 11 years, 2 months of a non-disadvantaged student.
4	Academic Technique and Resilience: Student voice, conversations with staff and families alongside academic assessment data indicate that examination skills, revision techniques and academic resilience 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.
5	Attendance: Attendance 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. Persistent absenteeism is between 1 and 13 % higher for disadvantaged students than their peers.
6	Social and Emotional Wellbeing: School evidence indicates disadvantaged students have a higher level of social and emotional concerns 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.

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
<p>Challenges addressed: Prior Attainment (1) and Pandemic Impact (2)</p> <p>Outcome: 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>	<ul style="list-style-type: none"> By the end of the current plan in 2024/25, there will be no gap between PP and non-PP attainment or progress GCSE headline measures Attainment 8 more PP students will be >58 EBacc average point score will be >5
<p>Challenges addressed: Reading Levels (3)</p> <p>Outcome: Improved literacy and reading comprehension among disadvantaged pupils across KS3/4.</p>	<ul style="list-style-type: none"> Reading comprehension tests will indicate improved comprehension skills for disadvantaged students and a reduced gap between the scores of disadvantaged students and their peers. Student surveys and assessments will indicate an increased engagement in reading. KS4 assessment data and staff observations will indicate an improved access to subject specific literacy and increased attainment on literacy-based questions.
<p>Challenges addressed: Academic Technique and Resilience (4)</p> <p>Outcome: Improved examination, revision and academic residence skills among disadvantaged pupils across all subjects.</p>	<ul style="list-style-type: none"> Teachers' reports and observations indicate that disadvantaged students are better 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, revision tasks and assessment outcomes.
<p>Challenges addressed: Attendance (5)</p> <p>Outcome: To achieve and sustain improved attendance, particularly for disadvantaged students post pandemic.</p>	<ul style="list-style-type: none"> Sustained, improved attendance by 2024/25 The overall absence rate for all pupils will be no more than 5%, 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 4% higher than their peers.
<p>Challenges addressed: Social and Emotional Wellbeing (6)</p> <p>Outcome: Improved student wellbeing and wider access to cultural capital and aspirational opportunities</p>	<ul style="list-style-type: none"> Student wellbeing key indicators will increase by 2024/25. Relative reduction in safeguarding concerns for emotional concerns. Increase in participation in enrichment activities, trips and events for disadvantaged students

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: £120,500

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.	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)	<ul style="list-style-type: none"> ▪ Challenge 1: Prior Attainment ▪ Challenge 2: Pandemic Impact ▪ Challenge 3: Reading Levels ▪ Challenge 4: Academic Technique and Resilience
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 tutor 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.	<ul style="list-style-type: none"> ▪ Challenge 1: Prior Attainment ▪ Challenge 2: Pandemic Impact ▪ Challenge 4: Academic Technique and Resilience
The use of instructional coaching – focused on PP in every class, as enhanced support for all teaching staff. 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. S.Sims found that it had an impact of 0.2 on outcomes , higher than any other professional development programme.	<ul style="list-style-type: none"> ▪ Challenge 1: Prior Attainment ▪ Challenge 2: Pandemic Impact ▪ Challenge 3: Reading Levels
Developing quality adaptive teaching and student culture through targeted CPD, consistently implementing: <ul style="list-style-type: none"> ▪ Checking and intervening techniques ▪ Explicit Extended writing and problem solving 	Ensuring a focussed environment where students know their students well and use student data effectively to challenge and support is paramount to a disadvantage first approach. This is embedded in the evidence approach of Data Driven Instruction as set out by Bambrick-Santoyo .	<ul style="list-style-type: none"> ▪ Challenge 1: Prior Attainment ▪ Challenge 2: Pandemic Impact ▪ Challenge 3: Reading Levels ▪ Challenge 4: Academic Technique and Resilience

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

Budgeted cost: £98,500

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. We are also introducing Century Tech for specific students in need of ongoing independent work. EEF Effective Tutoring Guidance	<ul style="list-style-type: none"> ▪ Challenge 1: Prior Attainment ▪ Challenge 2: Pandemic Impact ▪ Challenge 3: Reading Levels ▪ Challenge 4: Academic Technique and Resilience
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. EEF Guidance	<ul style="list-style-type: none"> ▪ Challenge 1: Prior Attainment ▪ Challenge 2: Pandemic Impact ▪ Challenge 3: Reading Levels ▪ Challenge 4: Academic Technique and Resilience ▪ Challenge 5: Attendance
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.	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. Active engagement with all chosen platforms has been demonstrated by internal school tracking to improve GCSE outcomes.	<ul style="list-style-type: none"> ▪ Challenge 2: Pandemic Impact ▪ Challenge 4: Academic Technique and Resilience ▪ Challenge 6: Social and Emotional Wellbeing
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. PIXL Guidance .	<ul style="list-style-type: none"> ▪ Challenge 1: Prior Attainment ▪ Challenge 2: Pandemic Impact ▪ Challenge 4: Academic Technique and Resilience ▪ Challenge 5: Attendance

Literacy and Reading programme in KS3 focussed on improving literacy and reading competencies for those with the lowest reading ages, including the opening of the new school library.	Plans are based around the DFE Reading Framework recommendations which include <ul style="list-style-type: none"> ▪ Every teacher is a teacher of reading ▪ The importance of use of reading data by all teachers ▪ Effective use of shared, simple strategies and increasing students' 'reading miles' ▪ Staff training on reading is essential ▪ introduction of more interventions to support the poorest readers. 	<ul style="list-style-type: none"> ▪ Challenge 2: Pandemic Impact ▪ Challenge 3: Reading Levels ▪ Challenge 6: Social and Emotional Wellbeing
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.	<ul style="list-style-type: none"> ▪ Challenge 4: Academic Technique and Resilience ▪ Challenge 5: Attendance ▪ Challenge 6: Social and Emotional Wellbeing

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

Budgeted cost: £76,000

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 .	<ul style="list-style-type: none"> ▪ Challenge 5: Attendance ▪ Challenge 6: Social and Emotional Wellbeing
Embedding principles of good practice around raising attendance Specifically the application of distributed leadership on attendance across pastoral teams and services of a specialist educational welfare officer to support the attendance of persistent absentees.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. DfE's improving school attendance report .	<ul style="list-style-type: none"> ▪ Challenge 5: Attendance ▪ Challenge 6: Social and Emotional Wellbeing

Recruitment and retention of specialist staff including Safeguarding administrator, Pastoral Managers for each year group.	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	<ul style="list-style-type: none"> ▪ Challenge 2: Pandemic Impact ▪ Challenge 5: Attendance ▪ Challenge 6: Social and Emotional Wellbeing
Specialised staff training around antiracism 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. Power The Fight TIP report .	<ul style="list-style-type: none"> ▪ Challenge 1: Prior Attainment ▪ Challenge 6: Social and Emotional Wellbeing
Specialised behaviour programmes to support mental health and behaviour. In particular group work and coaching which give emotional intelligence and resilience strategies to students.	Programmes from 'Student Services' 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.	<ul style="list-style-type: none"> ▪ Challenge 5: Attendance ▪ Challenge 6: Social and Emotional Wellbeing
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.	<ul style="list-style-type: none"> ▪ Challenge 1: Prior Attainment ▪ Challenge 2: Pandemic Impact ▪ Challenge 3: Reading Levels ▪ Challenge 4: Academic Technique and Resilience ▪ Challenge 5: Attendance ▪ Challenge 6: Social and Emotional Wellbeing

Total budgeted cost: £295,000

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that whilst our main Year 11 cohort achieved above national average in their 2023 GCSE outcomes (Progress 8 of +0.31 and 59% achieving grade 5+ in English and Maths), the progress of disadvantaged students was below national average (Progress 8 -0.32). Our first set of Year 13 A level and BTEC outcomes were broadly in line with national averages with an average points score of 34.8 (C+). Free School Meal Students in Year 13 attained a C- average (27.7 average points score).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The impact of measures across the rest of the school was effective, with a focus on quality first teaching using measures identified through the EEF to ensure that students were learning effectively and making progress. Learning walks of classes indicate that the engagement of most disadvantaged students is high and is reflected in the Challenge partners report which indicates that the curriculum design and delivery supports all groups of students. Improving literacy and access to the curriculum remains the priority to ensure that students are keeping up rather than needing to catch up.

Successes included, improved Post 16 destinations for our Year 11 disadvantaged students through increased career guidance, improved access to our own sixth form and support in other choices. Our assessments indicated that wellbeing and mental health were significantly impacted. 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.

Attendance remains a significant challenge across the school and particularly for disadvantaged students. The resilience of the whole cohort and the impact of Covid remains, with overall attendance at 92.7% with disadvantage attendance at 89.5%, the level of persistent absenteeism, particularly in Years 9 and 11 is a concern that remains a focus.

Based on all the information above, the performance of our disadvantaged pupils met some expectations but not all. We have reviewed our strategy plan alongside our school development plan and made changes to how we intend to use some of our budget this academic year. at present we have re-focused as a whole school on our disadvantaged students and are now on track to achieve the outcomes we set out to achieve by 2024/25.