



## Pupil Premium Strategy Statement (Primary) 2024 -2026

### Summary information

<b>School</b>	Dulwich Wood Primary School				
<b>Academic Year</b>	2023-26	<b>Total PP budget</b> (this figure will change slightly year on year)	£155,305.00	<b>Date of most recent PP Review</b>	January 2024
<b>Total number of pupils</b>	401	<b>Number of pupils eligible for PP</b>	108(26.9%)	<b>Date for next internal review of this strategy</b>	July 2024

### Statement of Intent

At Dulwich Wood Primary School, we understand the negative impact that socio-economic circumstances can have on our families and how this can impact children's learning and well-being; sometimes resulting in: barriers to learning; low attainment; limited opportunities to gain cultural capital; and dysregulation. Due to the Covid-19 pandemic, these challenges were increased because of the school closures and the closing of local community resources. The impact is still evident within the children's learning outcomes. In January 2023, 34.5% of the children at Dulwich Wood Primary school were categorised as being in 'Band 1a: Most deprived 10%' by the Income deprivation affecting children index (IDACI), compared to the Local Authority average of 19.2%. Although, this percentage has decreased since 2019 when it was 48.6%, it is still 15.3% above the Local Authority average.

Through our learning journeys at Dulwich Wood, we intend on ensuring that all children regardless of their socio-economic background have the opportunity to achieve and become successful learners with the additional benefits of increasing their cultural capital by planning creative, enlightening learning experiences.

Challenges	
A.	Gaps in the children's learning are still evident in Keystage 2 due to covid-19, specifically in writing with the basics such as sentence structure, spelling and handwriting. As well as in maths, with the recalling of times tables facts, and some of the foundational number skills such as place value, calculations and fractions.
B.	Limited opportunities for real life and practical learning including exposure to games that help to develop mathematical skills.
C.	Housing conditions, poor home learning environments and social, emotional and mental health issues are impacting the progress of this particular group.
D.	A significant number of pupils are not able to access enriching extra-curricular activities outside of school.
E.	There is a significant vocabulary gap that impacts children's ability to achieve at greater depth.
F.	Gaps in mathematical knowledge especially in the basic skills including multiplication facts and place value.
G.	A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. This also impacts their writing stamina as children struggle to think about what they are going to write.

Intended outcomes		
	Desired outcomes and how they will be measured	Success criteria
1.	High outcomes for all children in mathematics, reading and writing	<p>All children to make expected progress of three steps throughout the year.</p> <p>Children who are working below the expected standard for their year group to make accelerated progress which is above three steps.</p>
2.	High outcomes for all children in Year 6	<p>All children in Year 6 to make the expected progress in line with their end of Keystage 1 assessment.</p> <p>Children who have been identified as working below the expected attainment will make accelerated progress</p>
3.	Ensure that all children are taught spelling and handwriting to a high standard.	Children will be able to develop legible handwriting in line with their stage of development. They can apply their spelling knowledge to their writing.
4.	Ensure that disadvantaged children achieve in line with non-disadvantaged pupils across the school.	Barriers to learning are identified and addressed.
5.	Increase the percentage of disadvantage children achieving the higher standard in Maths, Reading and Writing.	Identified children are on track to achieve the higher standard and are provided with sufficient challenge opportunities.
6.	Ensure that there are equal opportunities for all children to access learning outside the classroom.	Financial barriers are identified and removed.
7.	Provide support for families to access services and benefits that are available to support their needs.	Identified families are supported and their concerns/issues are addressed.
8.	Promote positive mental health and well-being to support behaviour for learning.	Children feel happy and safe to discuss their feelings. They are able to self-regulate by using modelled strategies.

## Planned expenditure Academic Year 2023 - 2025

### High Quality Teaching

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & Cost	When will you review
High outcomes for all children in mathematics, reading and writing	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Continue to implement the block curriculum planning by using White Rose maths scheme of work</li> <li>Develop daily reasoning strategies through teaching and linking to the building learning power tools.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Continue to develop the use of Literacy tree planning 'Teaching through text' using good quality text.</li> <li>Training on the process of writing and identifying the features of genres.</li> </ul> <p><b>Reading &amp; Phonics</b></p> <ul style="list-style-type: none"> <li>Little Wandle Revised Letters and Sounds for Reception and Keystage 1</li> <li>Accelerated reader for Keystage 2</li> <li>Little Wandle Rapid Catch up for Keystage 2</li> </ul>	<p>Subject Leaders to conduct learning walks, book monitoring and pupil voice surveys</p> <p>SLT to monitor via learning walks, book monitoring and pupil voice</p> <p>Data analysis of assessment data</p> <p>Pupil progress meetings</p> <p>Phase meetings</p>	<p>Mathematics Coordinators (FO)</p> <p>Literacy Coordinators (HD &amp; TL) SLT</p> <p><b>£9,216.00</b></p>	<p>This will be monitored through the data analysis collected each term.</p> <p>Assessment Schedule</p> <ul style="list-style-type: none"> <li>A1 Data Autumn</li> <li>A2 Data Spring</li> <li>A3 Data Summer</li> </ul>
High outcomes for all children in Year 6	<ul style="list-style-type: none"> <li>SLT to support and model QFT by teaching groups of children in Maths, Reading and writing.</li> <li>Teaching Assistant to support small groups.</li> <li>Phase leader and SLT to monitor progress weekly.</li> </ul>	<p>Data analysis of SATs practice tests and Teacher assessment</p> <p>Pupil progress meetings</p> <p>Learning walks, book monitoring and pupil voice</p> <p>Phase team meetings</p>	<p>SLT</p> <p>Phase Leader (MD)</p> <p><b>£6,002.00</b></p>	<p>This will be monitored through the data analysis collected each term.</p> <p>Assessment Schedule</p> <ul style="list-style-type: none"> <li>A1 Data Autumn</li> <li>A2 Data Spring</li> <li>A3 Data Summer</li> </ul>
Ensure that all children are taught handwriting to a high standard.	<ul style="list-style-type: none"> <li>Continue to revise CPD in developing handwriting skills.</li> <li>Weekly taught handwriting sessions.</li> <li>SLT and Phase leaders to monitor books and lessons</li> </ul>	<p>SLT and, Phase Leaders and Subject leaders to monitor progress in handwriting via monitoring books.</p> <p>Shared expectations of how handwriting is to be taught</p>	<p>Literacy Coordinators (HD &amp; TL)</p> <p>SLT</p> <p>Phase Leaders <b>£9,003.00</b></p>	Half termly book monitoring
<b>Total budgeted cost</b>				<b>£24,221.00</b>

Targeted academic support				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead Cost	When will you review implementation?
Ensure that disadvantaged children achieve in line with non-disadvantaged pupils across the school.	<ul style="list-style-type: none"> <li>• SLT to ensure that all staff are aware of the the PP children in each year group</li> <li>• Assessment lead to track the progress of pp children and share with SLT and PL</li> <li>• Teachers to be aware of the pupil premium plus children in their class</li> <li>• Designated intervention time to be arranged for teachers to be able to teach intervention groups.</li> <li>• Teaching assistants to support identified groups of target children.</li> <li>• Additional teacher to deliver Little Wandle Rapid Catch sessions in Keystage 2</li> <li>• Monitor the attendance and punctuality of all pp children</li> <li>• Introduce year group mentors               <ul style="list-style-type: none"> <li>• Reception – Tatiana Ledesma</li> <li>• Year 1 – Michelle Bristow</li> <li>• Year 2 – Tanya Wells</li> <li>• Year 3 – Eoghan Crawford</li> <li>• Year 4 – Helen Jary</li> <li>• Year 5 – Meleta Drummond</li> <li>• Year 6 – Hayley Davies</li> </ul> </li> </ul>	<p>SLT and Phase leaders will take children for assembly time to allow teachers and teaching assistants to teach targeted intervention groups.</p> <p>Specialist music sessions will provide additional cover for teachers to teach intervention groups.</p> <p>Mentors to monitor:</p> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Punctuatility &amp; attendance</li> <li>• check that children are receiving support and interventions</li> <li>• regularly check in with children</li> <li>• liaise with parents</li> <li>• check that children have sufficient resources at home</li> <li>• additional support for all pupil</li> </ul>	<p>SLT</p> <p>Phase Leaders</p> <p>Inclusion Lead</p> <p>Leadership meetings</p> <p><b>£82,948.00</b></p>	<p>Half termly</p> <p>This will be monitored through the data analysis collected each term.</p>
Increase the percentage of disadvantage children achieving the higher standard in Maths, Reading and Writing.	<ul style="list-style-type: none"> <li>• Data analysis to be used to identify children who have the potential to achieve the higher standard.</li> <li>• KS1 data to be tracked so that children who achieve the greater depth standard will continue to maintain that level of attainment.</li> <li>• Teachers to be supported in teaching to a low threshold high ceiling. Particularly in maths by developing reasoning strategies within each lesson and in writing/reading to focus on the development of vocabulary.</li> </ul>	<p>Book monitoring and learning walks to ensure that all teaching is differentiated to meet the needs of all children including providing challenge.</p> <p>Pupil voice: discussions with children to talk about how they feel about their learning and whether they feel challenged/supported.</p> <p>Moderation activities with peers and SLT</p> <p>Pupil progress meetings with SLT and teachers</p>	<p>SLT</p> <p>Phase Leaders</p> <p>Subject coordinators</p> <p><b>£21,316.00</b></p>	<p>Half termly</p> <p>This will be monitored through the data analysis collected each term.</p>
<b>Total budgeted cost</b>				<b>£104,264.00</b>

Wider Strategies				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that there are equal opportunities for all children to access learning outside the classroom.	<ul style="list-style-type: none"> <li>Planned trips that promote learning outside the classroom experiences which are linked to each learning journey.</li> <li>Incorporating class activities that increase the cultural capital for all children.</li> <li>Planned whole school opportunities to develop the cultural capital for all children to provide children with a shared experience.</li> </ul>	<p>Monitoring of planning for each year group.</p> <p>Staff meetings to share good practice</p> <p>Financial support for disadvantaged families</p>	<p>SLT</p> <p>Phase Leaders</p> <p>Business manager <b>£9,884.00</b></p>	Termly through planned curriculum planning sessions.
Provide support for families to access services and benefits that are available to support their needs.	<ul style="list-style-type: none"> <li>Inclusion lead to support families with challenging socio-economic circumstances that create barriers.</li> <li>Identify and provide support for families in need.</li> </ul>	<p>All members of staff to record concerns using CPoms.</p> <p>Inclusion lead to monitor cpoms and communicate with staff to discuss any issues that have arisen.</p> <p>Inclusion lead to keep up to date records of services available to families.</p>	<p>Inclusion Lead</p> <p>SLT</p> <p><b>£9,210.00</b></p>	Weekly at SLT meetings
Promote positive mental health and well-being to support behaviour for learning.	<ul style="list-style-type: none"> <li>Develop quiet spaces in the playground where children can participate in calming activities.</li> <li>Mindfulness activities to be incorporated within the school day.</li> <li>Provide training for all members of staff on positive mental health and well-being.</li> </ul>	<p>Training sessions for all members of staff on developing a positive learning environment that supports good mental health and well-being.</p> <p>Regular discussions with children for them to share their views.</p>	<p>SLT</p> <p>Inclusion Lead</p> <p>Midday Meals Supervisors</p> <p><b>£5,000.00</b></p>	Half termly
Ensure that pupil premium children have access to afterschool clubs and opportunities to enjoy social interactions	<ul style="list-style-type: none"> <li>Investigate the possibility of increasing the capacity or the number of clubs on offer.</li> <li>Offer a free place to all afterschool clubs for all pupil premium.</li> <li>Purchase a collection of board games promoting collaborative experiences.</li> <li>Plan and organise a board game club.</li> </ul>	<p>Financial support to pay for club places</p> <p>Advertise for after school club provision providers</p>	<p>SLT</p> <p>Admin staff</p> <p><b>£4,388.00</b></p>	Termly
Total budgeted cost				<b>£28,482.00</b>