

## TCSED Pupil premium strategy statement 2025-2026

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	1448 (Y7-11: 1082, Y12-13: 366)
Proportion (%) of pupil premium eligible pupils	26.6 % (Y7-11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027 This is the 2025-26 update
Date this statement was published	<b>Tbc after gov approval</b>
Date on which it will be reviewed	December 2026
Statement authorised by	Alison Harbottle, Headteacher
Pupil premium leads	Katie Darmody (DHT Academic) Maria Chalcraft (DHT Pastoral)
Governor / Trustee lead	Rebecca Kaloo

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	tbc
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	tbc

# 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 aligns to the wider school development plan which is reviewed annually, with implementation and impact monitored half termly. 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.

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.
- place disadvantage students at the centre of our strategic planning, daily narrative and actions.
- adopt a whole school holistic approach where all staff take responsibility for disadvantaged students' outcomes, raise expectations of what they can achieve and deliver high quality provision to enable their success.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Prior Attainment:</b> 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 3 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 and 12 cohorts where no KS2 data is known.

2	<b>Pandemic Impact:</b> Academic assessment data, observations and discussions with students and families suggest that the education and wellbeing of some disadvantaged students was impacted by the closures and lockdowns to a greater extent than their peers. Whilst this is now some time ago it still has significant impact due to gaps created in earlier in their learning and impact on social skills at key development points in their childhood. As a result, some disadvantaged students have greater gaps in knowledge and skill application than their non-disadvantaged peers.
3	<b>Reading and Numeracy Levels:</b> 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 Y9 GL assessments show that in September 2025 that whilst disadvantaged students in our school performed well in reading and numeracy in comparison to national there were still a higher proportion at below average or average levels in relation to non-disadvantaged students.
4	<b>Academic Technique and Resilience:</b> Student voice, conversations with staff and families alongside academic assessment data indicate that examination skills, revision techniques and academic resilience is lower for disadvantaged students in comparison to their non-disadvantaged peers. In particular the Year 11 – 13 cohorts have been additionally affected in this area by the impact of closures and lockdowns.
5	<b>Attendance:</b> Attendance data over the last 3 years indicates that attendance among disadvantaged students has been on average between 2 and 5 percentage points lower than non-disadvantaged students. Persistent absenteeism is between 5 and 10 % higher for disadvantaged students than their peers. The impact of this in lost learning – particularly at individual persistent or serious absenteeism levels is significant.
6	<b>Social and Emotional Wellbeing:</b> 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 3 year strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Challenges addressed:</b> Prior Attainment (1) and Pandemic Impact (2)</p> <p><b>Outcome:</b> Improved attainment and progress among disadvantaged students across the curriculum, in particular closing the gap in English and Maths.</p>	<ul style="list-style-type: none"> <li>An impactful Key Stage 3 achievement programme in English, Maths and Science is embedded so that PP students achieve in line with their class context grade.</li> <li>Year 11 cohort achieve no gap between PP and Non -PP students with a Mean average Grade &gt; 24/25, English/Maths match at 5+ of &gt;65%, EBacc at 5+ of &gt;50%</li> <li>Year 13 students show no gap between FSM and non-FSM and achieve: 85% of students attend first-choice destination, Value added is +0.5, Average B+ grade, 40% of all grades are A*-A</li> </ul>
<p><b>Challenges addressed:</b> Reading Levels (3)</p> <p><b>Outcome:</b> Improved literacy, reading comprehension and numeracy among disadvantaged pupils across KS3/4.</p>	<ul style="list-style-type: none"> <li>Reading fluency and phonics assessments will indicate improved comprehension skills for disadvantaged students and a reduced gap between the scores of disadvantaged students and their peers.</li> <li>Student surveys and assessments will indicate an increased engagement in reading.</li> <li>Year 9 GL Assessments show a reduce PP and Non PP gap in numeracy and reading.</li> <li>KS4 assessment data and staff observations will indicate an improved access to subject specific literacy and increased attainment on literacy-based questions.</li> </ul>
<p><b>Challenges addressed:</b> Academic Technique and Resilience (4)</p> <p><b>Outcome:</b> Improved examination, revision and academic residence skills among disadvantaged pupils across all subjects.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Challenges addressed:</b> Attendance (5)</p> <p><b>Outcome:</b> To achieve and sustain improved attendance, particularly for disadvantaged students post pandemic.</p>	<ul style="list-style-type: none"> <li>Sustained, improved attendance of PP and FSM by 2026/27 <ul style="list-style-type: none"> <li>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%</li> </ul> </li> <li>The percentage of all pupils who are persistently absent being below 10% and disadvantaged students being no more than 4% higher than their peers.</li> </ul>
<p><b>Challenges addressed:</b> Social and Emotional Wellbeing (6)</p> <p><b>Outcome:</b> Improved student wellbeing and wider access to cultural capital and aspirational opportunities</p>	<ul style="list-style-type: none"> <li>Student wellbeing key indicators will increase by 2026/27</li> <li>Relative reduction in safeguarding concerns for emotional concerns.</li> <li>Increase in participation in enrichment activities, trips and events for disadvantaged students</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 and Learning

Budgeted Cost: **tbc**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving the quality of teaching and learning through maintaining recruitment of subject specialists and strong subject leadership</p> <p>Specifically:</p> <ul style="list-style-type: none"> <li>SDP 10.1: Improve team leadership development <b>so that</b> staff are equipped to lead and deliver school priorities without significant additional support.</li> <li>SDP 10.2: Improve the rigour of meetings and line management <b>so that</b> impact on school priorities is, consistent and sticks, across all teams</li> </ul>	<p>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 (<a href="#">EEF Pupil Premium Guide</a>)</p>	<p><b>Challenge 1:</b> Prior Attainment  <b>Challenge 2:</b> Pandemic Impact  <b>Challenge 3:</b> Reading Levels + <b>Challenge 4:</b> Academic Technique and Resilience</p>
<p>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</p> <p>Specifically:</p> <ul style="list-style-type: none"> <li>SDP 4.1 Deliver a Whole cohort Year 11 academic programme</li> <li>SDP 4.3 Design and implement an impactful Key Stage 3 achievement programme in English, Maths and Science</li> <li>SDP 5.3 Implement a Whole Cohort Year 13 Achievement Action Plan</li> </ul>	<p>Developing metacognitive and revision/ exam strategies to support students can be an inexpensive method to help students become more independent learners. <a href="#">EEF guidance</a> indicates this is effective in all subjects but particularly Maths.</p>	<p><b>Challenge 1:</b> Prior Attainment  <b>Challenge 2:</b> Pandemic Impact  <b>Challenge 4:</b> Academic Technique and Resilience</p>
<p>The use of classroom-based coaching – focused on PP, as enhanced support for all teaching staff resulting from learning walk findings.</p> <p>Specifically:</p> <ul style="list-style-type: none"> <li>SDP 2.1: Deliver a whole school CPD programme <b>so that</b> all students, particularly PP and SEND, achieve in line with peers.</li> <li>SDP 2.3: Use a quality assurance cycle of aligned staff targets, actions and line management <b>so that</b> there is clear evidence of impact, through the lens of PP and SEND student experience and escalation where there is not.</li> </ul>	<p>Coaching and deliberate practice are the most effective professional development according to current evidence bases. <a href="#">S.Sims found that it had an impact of 0.2 on outcomes</a>, higher than any other professional development programme.</p>	<p>+ <b>Challenge 1:</b> Prior Attainment  + <b>Challenge 2:</b> Pandemic Impact  + <b>Challenge 3:</b> Reading Levels</p>

<p>Developing quality adaptive teaching and student culture through targeted CPD, consistently implementing the Teaching and Learning Framework, focussing on Strands 1 and 2.</p> <p>Specifically:</p> <ul style="list-style-type: none"> <li>SDP 2.2 Deliver an impactful bespoke group CPD programmes so that the quality assurance of Teaching and Learning improves, to support all students especially for PP and SEND students.</li> <li>SDP 2.3 Use a quality assurance cycle of aligned staff targets, actions and line management so that there is clear evidence of impact, through the lens of PP</li> </ul>	<p>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 <a href="#">Data Driven Instruction as set out by BambrickSantoyo</a>.</p>	<p><b>Challenge 1:</b> Prior Attainment  <b>Challenge 2:</b> Pandemic Impact  <b>Challenge 3:</b> Reading Levels + <b>Challenge 4:</b> Academic Technique and Resilience</p>
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## Targeted academic support

Budgeted cost: **tbc**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional learning time given for English and Maths through nurture groups in Years 7 – 9</p> <p>Specifically</p> <ul style="list-style-type: none"> <li>SDP 4.3 Design and implement an impactful Key Stage 3 achievement programme in English, Maths and Science</li> </ul>	<p>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. <a href="#">EEF Guidance</a></p>	<p><b>Challenge 1:</b> Prior Attainment  <b>Challenge 2:</b> Pandemic Impact  <b>Challenge 3:</b> Reading Levels  <b>Challenge 4:</b> Academic Technique and Resilience  <b>Challenge 5:</b> Attendance</p>
<p>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.</p> <p>Specifically</p> <ul style="list-style-type: none"> <li>SDP (4.1 – 4.2) + (5.1 – 5.5)</li> </ul>	<p>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.</p>	<p><b>Challenge 2:</b> Pandemic Impact  <b>Challenge 4:</b> Academic Technique and Resilience  <b>Challenge 6:</b> Social and Emotional Wellbeing</p>
<p>Increasing learning time and bespoke academic intervention though data driven targeted group intervention and the Golden 20/30:</p> <p>Specifically</p> <ul style="list-style-type: none"> <li>SDP (4.1 – 4.2) + (5.1 – 5.5)</li> </ul>	<p>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 researched based Diagnosis Therapy Testing models. <a href="#">PIXL Guidance</a>.</p>	<p><b>Challenge 1:</b> Prior Attainment  <b>Challenge 2:</b> Pandemic Impact  <b>Challenge 4:</b> Academic Technique and Resilience  <b>Challenge 5:</b> Attendance</p>

<p>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. Specifically</p> <ul style="list-style-type: none"> <li>SDP 3.1 - 3.3: Literacy Loop model is embedded so that all students read regularly and the weakest readers (SS &lt; 85) make progress to Standardised Score of 100 by the end of</li> </ul>	<p>Plans are based around the <a href="#">DFE Reading Framework</a> recommendations which include</p> <ul style="list-style-type: none"> <li>Every teacher is a teacher of reading</li> <li>The importance of use of reading data by all teachers</li> <li>Effective use of shared, simple strategies</li> <li>Staff training on reading is essential</li> <li>introduction of more interventions to support the poorest readers.</li> </ul>	<p><b>Challenge 2:</b> Pandemic Impact <b>Challenge 3:</b> Reading Levels <b>Challenge 6:</b> Wellbeing Social and Emotional</p>
<p>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. Specifically</p> <ul style="list-style-type: none"> <li>SDP (4.1 – 4.2) + (5.1 – 5.5)</li> </ul>	<p>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.</p>	<p><b>Challenge 4:</b> Academic Technique and Resilience <b>Challenge 5:</b> Attendance <b>Challenge 6:</b> Social and Emotional Wellbeing</p>

## Wider strategies

Budgeted cost: **tbc**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintaining of student counselling service to support students with regulating their emotions and supporting with emotional difficulties. Training of mental health first aiders</p> <p>Specifically:</p> <ul style="list-style-type: none"> <li>SDP 8.4 Improve whole-school awareness and embed the mental health and well-being programmes so that all students and staff feel supported, resilient, and able to thrive personally and academically.</li> </ul>	<p>Evidence to support counselling is based on improvements in students' depressive symptoms and psychological distress (Pearce et al., 2017; Saelid &amp; Nordahl, 2017) Counselling and mental first aid intervention can have positive impact on social and emotional skills as evidenced in the <a href="#">EIF report on adolescent mental health</a>.</p>	<p><b>Challenge 5:</b> Attendance <b>Challenge 6:</b> Social and Emotional Wellbeing</p>
<p>Embedding principles of good practice around raising attendance</p> <p>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.</p> <p>Specifically:</p> <ul style="list-style-type: none"> <li>SDP 7.1 Enhanced transition for new Year 7, Year 10 and Year 12 cohorts <b>so that</b> low attendance and persistent absence is prevented in the early stages, especially for PP and SEND</li> <li>SDP 7.2 Improve the consistency of family engagement and intervention for PA students</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. <a href="#">DfE's improving school attendance report</a>.</p>	<p><b>Challenge 5:</b> Attendance <b>Challenge 6:</b> Social and Emotional Wellbeing</p>



Continued recruitment retention and training of specialist staff including Pastoral Managers for each year group. Specifically <ul style="list-style-type: none"> <li>SDP 2.2 Deliver an impactful bespoke group CPD programmes</li> </ul>	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 <a href="#">EIF report on Adolescent mental health</a>	<b>Challenge 2:</b> Pandemic Impact <b>Challenge 5:</b> Attendance + <b>Challenge 6:</b> Social and Emotional Wellbeing —
Specialised staff training around antiracism and unconscious bias through Power The Fight training. Specifically: <ul style="list-style-type: none"> <li>SDP 8.3 Maintain a relentless focus on derogatory language, protected characteristics and 'Rewind Be Kind' so that a culture of respect, inclusion, and accountability is embedded in the school community.</li> <li>SDP 11.1 Embed positive school culture practices and actively address inequality so that all stakeholders feel valued and a sense of belonging.</li> </ul>	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. <a href="#">Power The Fight TIP report.</a>	✦ <b>Challenge 1:</b> Prior Attainment ✦ <b>Challenge 6:</b> 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. Specifically: <ul style="list-style-type: none"> <li>SDP 6.1 Increase the visibility and impact of praise and rewards across all year groups so that positive behaviour and achievement are consistently recognised and valued</li> <li>SDP 6.2 Improve the consistent implementation of the behaviour policy, aligned to the accountability and CPD so that the amount of lost learning for students is reduced particularly PP and SEND</li> </ul>	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 ( <a href="#">EEF behaviour interventions</a> ) and the impact applies across the curriculum.	✦ <b>Challenge 5:</b> Attendance ✦ <b>Challenge 6:</b> Social and Emotional Wellbeing
Contingency fund for acute issues Specifically: <ul style="list-style-type: none"> <li>SDP 10.3 Improve budget holders support and training so that a strong whole-school budget is maintained.</li> </ul>	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.	✦ <b>Challenge 1:</b> Prior Attainment ✦ <b>Challenge 2:</b> Pandemic Impact ✦ <b>Challenge 3:</b> Reading Levels ✦ <b>Challenge 4:</b> Academic Technique and Resilience ✦ <b>Challenge 5:</b> Attendance ✦ <b>Challenge 6:</b> Social and Emotional Wellbeing

**Total budgeted cost: tbc**



## 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 2024 to 2025 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 2025 Year 11 cohort achieved outcomes above national averages, with significant improvement from the previous year. Headline measures show 56.9% achieving grade 4+ in English, 89.1% in Maths, and 81.6% in English and Maths combined. For disadvantaged students, outcomes also improved strongly, with 47.3% achieving grade 4+ in English and 79.7% in Maths, representing a 10–16% improvement compared with 2023–24. The gap between disadvantaged and non-disadvantaged pupils narrowed across most subjects, and disadvantaged students made much stronger progress compared with the previous year with the average grade for Pupil Premium increasing from 3.38 to 4.47.

Year 13 A level and BTEC outcomes greater than national averages, with overall attainment for the whole cohort remaining secure. Free School Meal students' results, show stability and improvement compared with previous years, with value added at +0.58 compared to the whole cohort at +0.57. The inclusion of BTEC results (Business and Sport) reflects positively, demonstrating that disadvantaged students accessed and achieved across a broad range of pathways.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Our focus on high-quality teaching, informed by EEF strategies, has ensured students are learning effectively and making progress. Learning walks continue to demonstrate high levels of engagement among most disadvantaged students, consistent with external reviews from Challenge Partners and Ofsted. Literacy and curriculum access remain central to our strategy, ensuring disadvantaged pupils keep up with their peers.

Successes this year included strengthened post-16 destinations for our disadvantaged Year 11 students, supported by improved careers guidance, increased access to our sixth form, and tailored transition support for those pursuing other pathways. Wellbeing and mental health continue to be key priorities, with pupil premium funding directed towards whole-school care and targeted provision, building on support developed during and beyond lockdown.

Attendance, however, remains a significant challenge, with overall school attendance at 92.8% and disadvantaged attendance lower at 90.2%. Persistent absence, particularly in Years 10 and 11, continues to impact progress and is a core area of focus in the coming year.

Based on this analysis, the performance of our disadvantaged pupils met some expectations and demonstrated clear improvement from the previous year, but gaps remain in some areas. We have reviewed our strategy plan alongside our school development plan and made refinements to how we intend to use our budget this academic year. We remain committed to our whole-school focus on disadvantaged students and are on track to achieve the outcomes we have set out for 2026/27.