



Dulwich Hamlet
Junior School

Pupil premium strategy statement – Dulwich Hamlet Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	56/362 (15.5%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Claire Purcell (Executive Headteacher)
Pupil premium lead	Victoria Begley (Assistant Headteacher)
Governor / Trustee lead	Cat de Jongh (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£88,815

Part A: Pupil premium strategy plan

Statement of intent

At Dulwich Hamlet our key principles for pupil premium (PP) funding are:

- Provision and progress for disadvantaged pupils is a key priority and responsibility of all staff
- All children, irrespective of their background or barriers, make excellent progress and achieve to their maximum capacity, closing the gap with non-disadvantaged peers
- Equity for disadvantaged children, both in the classroom and beyond
- No child is left behind; we respond to academic, SEND, pastoral and other challenges quickly and effectively

The approaches that we have adopted, based on evidence-informed practice, complement each other to help all children maximise their attainment and experiences.

The current plan implements these objectives through:

- Maintaining a high profile for PP in all aspects of school leadership, reflected by our School Development Plan
- Adopting a 'barrier' focus approach over a 'label focused' approach, which sees PP pupils as individuals rather than part of a homogenous cohort
- Maintaining high expectations and challenging PP children, including higher prior attainers, in all aspects of their learners
- Prioritising the emotional well-being of PP children
- Prioritising funding to support the physical needs of PP children and their families where necessary
- Prioritising funding to ensure that all PP children access a wide range of extra-curricular opportunities and life experiences
- Supporting all pupils to come to school on time, every day

Challenges

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

Challenge number	Detail of challenge
1	<p>Intersectionality:</p> <p>17.9% of our PP cohort are looked-after/post looked-after children. Many therefore face additional linked barriers such as attachment disorder and developmental trauma. Four of these children have an Educational Health and Care Plan (EHCP).</p> <p>41.1% of the PP cohort have Special Educational Needs/Disabilities (SEND) support or EHCP, resulting in a complex set of barriers to educational progress for a large portion of our disadvantaged pupils.</p> <p>16.1% of PP children speak English as an Additional Language (EAL)</p>
2	<p>Attendance: While above national average (93.3%) Attendance rates for PP children at DHJS (94.2%) are lower than the whole school attendance rate (96.1%) for the academic year 2024-25.</p> <p>Punctuality: At time of writing, punctuality data for PP pupils shows 4.4% late - double the whole school rate of 2.2%. Our 'soft start' model makes provision for recall work first thing in the morning, meaning that PP children are twice as likely to miss vital revision as their non-PP peers.</p>
3	<p>Social, emotional and behavioural: Identification of Need (IoN) forms completed by teachers identify wellbeing (resilience, social and emotional) and behavioural (communication and impulse control) challenges for 29 of our 56 PP pupils (51.8%). This means that over 50% of our PP cohort have their academic progress impacted by friendship difficulties, self-esteem issues and difficulties with learning behaviour, as well as ineffective coping strategies developed in response to these barriers.</p>
4	<p>Progress following transition: Internal data analysis of Y4-6 (Spring term 2025) shows our PP cohort making accelerated progress compared to non-PP children in reading, writing and maths. However, Y3 progress for PP</p>

	<p>pupils continues to fall below non-PP peers, indicating a disproportionate impact of transition on learning for disadvantaged pupils.</p> <p>KS2 attainment: Year-on-year analysis shows the attainment gap between PP and non-PP children is lessening at DHJS. KS2 SATs attainment at expected standard (EXS) has increased for writing, maths and combined (2024-2025) and remained almost static for reading (72%-71%). Attainment at greater depth (GDS) is variable due to small cohorts, but 2025 data shows 7% combined GDS, maintained from 2024. However, attainment at GDS has decreased for reading, writing and maths individually compared to 2024, while PP attainment for EXS and GDS remains below non-PP children at DHJS.</p>
5	<p>Inequity of access: For some children within our PP cohort, there is limited access to funds for physical needs (e.g. clothes and food) due to the cost of living crisis. PP children are not always able to access our wider curriculum (e.g. clubs, music tuition and off-site activities) due to financial and childcare challenges. Teachers identify that a small number of PP children experience academic disadvantage because the cultural capital available to them at home does not overlap with that commonly associated with academic success (e.g. technical vocabulary, art exhibitions, theatre trips etc) to which many other children at DHJS have access.</p>

Intended outcomes

This 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
Progress for PP children is consistently as good as for their peers, and in most cases is better.	End of term internal data analysis shows PP children making accelerated progress from Y3 to Y6 so that gaps are narrowed.
Improved reading, writing and maths attainment for PP pupils narrows the attainment gap between PP pupils and their peers at DHJS, both at EXS and GDS.	KS2 outcomes show PP children achieving in line with non-disadvantaged children nationally at EXS and GDS. Year-on-year

	<p>analysis shows PP attainment continuing to close the gap with non-PP pupils.</p> <p>Internal data analysis (teacher assessment, standardised scores and comparative judgement) indicate a reduction in the attainment gap between PP and non-PP children.</p>
<p>PP children are prioritised for in-class stretch and challenge as well as additional tuition groups based on their current strengths, attainment, potential and areas of need.</p>	<p>PP children are assigned to tuition groups based on existing attainment data and discussion with class teachers. PP attendance at tuition groups is good. Tuition groups are delivered by experienced practitioners and data is reviewed to assess and ensure impact.</p> <p>IoN forms, pupil progress meetings and data analysis ensure that teachers know how to support the PP children in their class. Teachers implement school CPD based on 'Stretch and Challenge' and flexible grouping, supporting PP children to make accelerated progress from their starting point.</p>
<p>Improved attendance and punctuality for PP children narrows the gap between PP and non-PP children.</p>	<p>Attendance and punctuality rates for PP children remains above national average and is in line with their non-PP DHJS peers each half term.</p>
<p>All staff use relational approaches to behaviour management and employ a trauma informed response to behavioural and pastoral needs.</p>	<p>Children feel heard by the staff and are able to identify trusted adults within the school. Children are confident to share issues, knowing they will be resolved. Parent/carer voice indicates that behavioural and pastoral issues are perceived to be effectively managed and resolved.</p>

Families from all backgrounds feel valued, welcomed and part of the school - especially on joining in Y3 or as an in-year joiner.	<p>All families attend a transition welcome meeting before their child joins the school. Feedback from parent/ carer voice scores highly on belonging.</p> <p>Increased involvement in enrichment and extra-curricular activities for PP children means PP participation is in line with non-PP peers.</p>
Pupils from all backgrounds experience a positive transition into DHJS in Y3, both in terms of social and emotional development and continued academic progress.	<p>The “RULER” Social and Emotional Literacy curriculum is delivered to the Y3 cohort. Pupil voice feedback indicates improved understanding and self-management of emotions.</p> <p>Progress for PP children during Y3 is improved to be in line with non-PP pupil progress.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment Purchase of standardised testing.	Standardised tests can provide reliable insights into specific strengths and weaknesses of individual pupils, ensuring that interventions and	1, 3, 4

<p>Use of Insight software for assessment of pupils and identification of needs.</p> <p>Use of Comparative Judgement to effectively assess writing.</p> <p>Staff CPD to ensure correct administration, interpretation and next step planning.</p> <p>Termly Pupil Progress meetings to track individual children and ensure that PP children are making good or better progress from their starting points.</p>	<p>support are accurately targeted. <i>DfE: Primary assessment in England</i></p> <p>Comparative judgement for marking is effective compared to teacher assessment, reduces teacher workload and generates comparable scores to assess progress of PP pupils against non-PP pupils. The exemplars are used to support CPD during moderation.</p> <p>The classification accuracy and consistency of comparative judgement of writing compared to rubric-based teacher assessment - NMM</p> <p>Pupil progress meetings identify which children need specific targeting within class to make progress and support teachers in this through a coaching model.</p>	
<p>Teaching: pedagogy</p> <p>CPD, mentoring and monitoring to embed the 9 principles of quality-first teaching at DHJS, ensuring consistency of provision so that all learners make maximum progress against their starting points</p>	<p>Evidence indicates that great teaching is the most important tool schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly those who are disadvantaged.</p> <p>High-quality teaching - EEF</p>	
<p>Teaching: writing</p> <p>Embed 'Supported Writing' approach to</p>	<p>Teaching writing composition strategies through modelling and supported practice - LSRS</p>	<p>1, 3, 4</p>

<p>support accelerated progress for all children, including PP pupils.</p> <p>Develop a prioritised writing curriculum and a joined-up approach with main feeder school to raise writing attainment for all pupils and reduce the gap between working towards (WTS) and EXS.</p> <p>Sustain flexible/dynamic grouping to support PP writing - especially for higher prior attainers (HPA) targeting or working at GDS level.</p>	<p>Improving Literacy in KS2 - EEF</p> <p>Within-class attainment grouping - EEF</p>	
<p>Teaching: reading and spelling</p> <p>Sustain Linguistic Phonics approach to spelling and word reading to secure stronger phonics attainment for all children - years 3-6.</p> <p>Scale up Fluency Focus reading approach beyond years 4 and 5, improving reading skills and exposure to a broader</p>	<p>Phonics approach indicates a positive impact on the accuracy of word reading and spelling, particularly for disadvantaged children.</p> <p>Implementation of the Sounds Write scheme that meets the DfE requirements.</p> <p>Phonics - EEF</p> <p>Fluency Focus addresses the challenge that poor fluency for some pupils in KS2 results in poor comprehension, with an associated attainment gap therefore continuing to widen.</p> <p>Fluency Focus - EEF</p>	<p>1, 3, 4</p>

range of text types for all children.		
<p>Teaching: maths</p> <p>Sustain explicit teaching of problem-solving strategies in maths - Y6 focus to increase attainment for HPA targeting or working at GDS.</p> <p>Embed NCETM Mastering Number at KS2 for Y4 and Y5.</p> <p>CPD on use of concrete resources and manipulatives in whole-class teaching and interventions to maximise progress for all pupils</p>	<p>Mathematics in key Stage 2 and 3 - EEF</p> <p>Identifying the characteristics of more effective professional development - EEF</p> <p>KS2 Mastering Number pilot highlights the importance of multiplicative reasoning in mathematics - NCETM Maths Hub</p> <p>Subject Report into Mathematics - OFSTED</p> <p>Five ways manipulatives can be used to develop mathematical understanding - EEF</p>	1, 3, 4
<p>CPD, recruitment and retention</p> <p>High quality support and mentoring for ECTs (1 ECT)</p> <p>CPQTA high quality training for support staff (2 TAs)</p> <p>ITT students (3 students)</p>	<p>Early Career Teacher entitlement (and 2025 changes) - DFE</p> <p>Identifying the characteristics of more effective professional development - EEF</p> <p>Training and development of ITT students contributes to succession planning and early development of talented future teachers from within and around the local community.</p>	1, 3, 4

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant deployment</p> <p>Vertical support-staff teams categorised into cognition/learning, pastoral and communication/language. This ensures breadth and depth of provision and intervention within year group teaching teams, supporting all children to make progress against starting points.</p>	<p>Deployment of Teaching Assistants - EEF</p>	<p>1, 3, 4</p>
<p>Targeted interventions: maths</p> <p>Small-group re-teaching and assessment of Y5 pupils who scored below 17 on Y4 MTC assessment.</p>	<p>KS2 Mastering Number pilot highlights the importance of multiplicative reasoning in mathematics - NCETM Maths Hub</p> <p>Multiplicative reasoning is applied throughout Y5 and Y6 maths curriculum and is therefore an essential building block of success at KS2.</p> <p>Small group tuition - EEF</p>	<p>1, 3, 4</p>
<p>Targeted interventions: English</p>		<p>1, 3, 4</p>

<p>Nessy: literacy support program for spelling and reading to improve outcomes for PP children with SEND</p> <p>Additional, targeted reading and phonics support for PP children - especially those with SEND.</p>	<p>Nessy is based on the science of reading and utilises technology to support children with dyslexia.</p> <p>SEND 5-a-day - EEF</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>EEF toolkit: Phonics</p>	
<p>Small group tuition</p> <p>Teacher-led tuition groups delivered before or after the core school day, focused on reading, writing or maths, providing additional direct instruction so that PP children make accelerated progress against starting points.</p>	<p>Tuition groups are selected based on prior attainment data, so that PP children are placed in a targeted group that best meets their needs.</p> <p>Small group tuition - EEF</p>	1, 3, 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and emotional development</p> <p>Embed 'RULER' Social and Emotional Literacy teaching in Y3 to facilitate effective transition from feeder schools</p>	<p>Evidence links childhood social and emotional skills with improved outcomes at school and in later life</p> <p>Improving Social and Emotional Learning in Primary Schools - EEF</p>	1, 3, 4

and enable consistent academic progress.	RULER is an evidence-based approach to Social and emotional literacy	
<p>Social, emotional and behavioural support</p> <p>Embed pastoral team provision, offering proactive and responsive support poor mental health and emotional dysregulation.</p> <p>Embed Relationships and Behaviour Policy to support staff to develop and maintain nurturing relationships with pupils.</p> <p>Embed provision of nurture group for identified pupils requiring regular social, emotional and behavioural support.</p> <p>Sustain 1:1 and small group therapeutic interventions: school mentor, drawing therapy, play therapy and therapy dog.</p>	<p>Policy, pastoral provision and in-school practice informed by training from Trauma Informed Schools</p> <p>Nurture UK</p> <p>Disadvantaged children on average have weaker social and emotional skills than their non-disadvantaged peers.</p> <p>Improving Social and Emotional Learning in Primary Schools - EEF</p>	1, 3, 4
<p>Attendance and punctuality</p> <p>Embed role of DDSL with attendance training and responsibility, ensuring that attendance processes are fully embedded and rigorously applied.</p> <p>Continued focus on increasing attendance of PP children and other individuals.</p>	<p>Improving school attendance - support for schools - DFE</p> <p>EEF REA: Attendance</p> <p>Education Hub Blog: Missing a Day</p>	2, 4

<p>Equity of access</p> <p>Subsidised access to wrap around care, educational visits, music lessons residentials and club provision</p> <p>Morning clubs to support attendance and punctuality: cricket/ gaelic football, football, cross-country, choir</p> <p>Provision of school uniform packs for PP children in Y3 and Y5 Leavers hoodies funded for PP students</p>	<p>Aim to improve attendance and punctuality by ensuring children are already in school at opening time.</p> <p>Improving school attendance - support for schools - DFE</p> <p>EEF REA: Attendance</p> <p>Internal evidence demonstrates the necessity for promotion of social equity - so that all children feel part of our school community</p>	<p>2, 4, 5</p>
<p>Communicating with and supporting parents</p> <p>Develop a parent/carers involvement and engagement strategy, with a focus on effective communication, inclusive events and curriculum information - especially for families of PP children</p> <p>Embed Y3/new joiner transition meetings with core leadership team (CLT) for all new families to support the transition process - especially for PP children</p>	<p>Guide to the pupil premium - EEF</p>	<p>4, 5</p>

Total budgeted cost: £90,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress: Internal assessment data (NFER/teacher assessment spring 2025) indicates accelerated progress for PP children compared to non-PP children in years 4-6: +0.2 reading and writing; +0.5 maths. This indicates that increased focus on PP children, along with strategic use of additional tuition, is beginning to have an impact across the school. Progress for PP children in Y3 remains below that of their non-PP peers. Transition is therefore a key outcome for our PP strategy for 2025-26.

Attainment: Internal assessment data (NFER) shows the attainment gap between PP and non-PP children continuing to narrow due to accelerated progress.

In 2024, KS2 SATs results show PP children at DHJS outperforming PP children nationally in reading, writing and maths, while falling 2% behind national figures for combined attainment at EXS. In 2025, KS2 SATs results show significant improvements at EXS in writing [86%] maths [71%] and combined [64%] with just a 1% decrease in reading [71%]. The percentage achieving GDS combined has remained static [7%] but figures for reading [7%] writing [7%] and maths [14%] have decreased. Multiplication Tables Check (MTC) results for year 4 (2025) show PP children attaining an average score of 20/25, compared to 22 for non-PP children. As such, attainment on a par with non-PP national figures and DHJS non-PP attainment remains a target for the 2025-26 strategy, with a focus on reading and attainment at GDS.

Tuition: Almost all PP children, except those who were not behaviourally or emotionally ready for an extended school day, attended one or more tutoring groups in the academic year 2024-25. Teacher-led maths and writing tuition groups added significant progress from Summer 2 2024 - Spring 2 2025: (+0.9) and writing (+0.2). Reading groups did not produce such clear progress (-0.1)

but this may be indicative of a 'spring dip' in standardised scores shown across the school in spring assessments. There will be additional focus on quality and efficacy of additional reading tuition provision in 2025-26 academic year.

Social, emotional and behavioural: Provision of nurture group and a trauma-informed approach to behaviour has had significant impact on identified PP children, both in terms of levels of inclusion and number and severity of incidents of dysregulation. Embedding these approaches, along with a Y3 social and emotional literacy programme, are key outcomes for the 2025-26 strategy.

Attendance and punctuality: While above national average (93.3%) attendance rates for PP children at DHJS (94.2%) are lower than the whole school attendance rate (96.1%) for the academic year 2024-25. At time of writing, punctuality data for PP pupils shows 4.4% late - double the whole school rate of 2.2%. Attendance and punctuality therefore remain a key outcome in the 2025-26 strategy.

Equity of access: In 2024-25 30% of PP families chose to make use of their free after school club allocation. A large number of PP children attended additional before/after school clubs that were free of charge, such as cross country and choir, and almost all PP children attended additional tuition sessions outside of school hours. Increasing the proportion of PP children taking up the free club offer is a key part of the 2025-26 strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Primary Maths 1:1 Tutoring (Y6)	Third Space Learning
AI Primary Maths 1:1 Tutoring (Y5 trial)	Third Space Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.