

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	378
Proportion (%) of pupil premium eligible pupils	46/378 [12.2%]
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 2026
Date on which it will be reviewed	September 2027
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	£77,410
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£77,410

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	Intersectionality: 52% of the PP cohort have Special Educational Needs/Disabilities (SEND) support or EHCP (10%), resulting in a complex set of barriers to educational progress for a large portion of our disadvantaged pupils. In addition, 8% of the cohort are looked after or post-looked after children and therefore face additional linked barriers such as attachment disorder and developmental trauma. Three of these children have an Educational Health and Care Plan (EHCP). 14% of our PP children speak English as an Additional Language (EAL)
2	Attendance: Attendance rates for PP children for 2025-26 (94.3%) are very closely comparable to 2024-25 (0.1% increase) and remain below non-PP attendance rates (96.6%). As of 10/7/2026, PP attendance at DHJS is below national (94.7%) and local authority attendance rates (94.8%) for all children. Punctuality: 2025-26 punctuality data for PP pupils shows 7.6% late – compared to the whole school rate of 2.5%. 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.
3	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 25 of our 50 PP pupils in 2025-27 (50%). This means that half 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.
4	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 (+0.4 vs +0.2), writing (+0.4 vs +0.2) and maths (+0.2 vs +0.1). However, Y3 progress for PP pupils continues to fall below non-PP peers, indicating a disproportionate impact of transition on learning for disadvantaged pupils.

	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) shows a clear upward trend over the past 5 years since Covid-19. However, attainment varies due to small cohorts and, this year, showed a decrease in writing at EXS compared to national PP. Attainment at greater depth (GDS) shows a similar trend. PP GDS writing (18%), maths (36%) and combined (9%) are above national for all pupils. However, PP attainment for both EXS and GDS remains below non-PP children at DHJS. Internal attainment data for 2026-27 (Y3-5) shows 49% of PP children attaining EXS in reading, writing and maths, compared to 75% of non-PP children. 8% of PP children attained combined GDS this summer, compared to 23% of non-PP children. As a junior school, we have only 4 years to impact the progress and attainment of our PP pupils, and do not have oversight of EYFS and KS1 teaching to embed foundational knowledge and skills from the start of the primary journey.
5	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.

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, or better than, their peers.	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 analysis shows PP attainment continuing to close the gap with non-PP pupils. Internal data analysis (teacher assessment, standardised scores and comparative judgement) indicate a reduction in the attainment gap between PP and non-PP children.
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.	PP children are assigned to tuition groups based on existing attainment data and discussion with class teachers. PP attendance at tuition groups is excellent. Tuition groups are delivered by experienced practitioners and data is reviewed to assess and ensure impact. 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 adaptive teaching, supporting PP children to make accelerated progress from their starting point.
Improved attendance and punctuality for PP children narrows the gap between PP and non-PP children.	Attendance and punctuality rates for PP children remains above national average and is in line with their non-PP DHJS peers each half term.
All staff use relational approaches to behaviour management and employ a trauma informed response to behavioural and pastoral needs.	Pupil voice indicates that 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/carers voice indicates that behavioural and pastoral issues are perceived to be effectively managed and resolved.

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

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment Purchase of standardised testing. Use of Insight software for assessment of pupils and identification of needs.	Standardised tests can provide reliable insights into specific strengths and weaknesses of individual pupils, ensuring that interventions and support are accurately targeted. <i>DfE: Primary assessment in England</i> Comparative judgement for marking is effective compared to teacher assessment,	1, 3, 4

Use of Comparative Judgement to effectively assess writing. Staff CPD to ensure correct administration, interpretation and next step planning. Twice-yearly Pupil Progress meetings to track individual children and ensure that PP children are making good or better progress from their starting points.	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. The classification accuracy and consistency of comparative judgement of writing compared to rubric-based teacher assessment – NMM Pupil progress meetings identify which children need specific targeting within class to make progress and support teachers in this through a coaching model.	
Teaching: pedagogy 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 Focus for 2026–27: embedding adaptive teaching, checking for understanding and metacognitive strategies.	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. High-quality teaching – EEF There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning. The EEF's Teaching and Learning Toolkit, rates 'metacognition and self-regulation' as a high impact, low-cost approach to improving the attainment of disadvantaged learners. Metacognition and Self-Regulated Learning Guidance Report – EEF	
Teaching: writing Embed 'Supported Writing' approach to		1, 3, 4

support accelerated progress for all children, including PP pupils. Develop a prioritised writing curriculum and a joined-up approach with the main feeder school to raise writing attainment for all pupils and reduce the gap between working towards (WTS) and EXS. Deliver a cohesive handwriting curriculum to develop foundational writing skills and build automaticity.	Teaching writing composition strategies through modelling and supported practice – LSRS Improving Literacy in KS2 – EEF Building a world class curriculum – 2025 Focus on foundational skills within KS2 literacy Handwriting is highlighted in The Writing Framework (DFE 2025) as a predictor of writing outcomes, noting that lack of fluency may hinder composition, motivation and reader understanding.	
Teaching: reading and spelling Sustain Linguistic Phonics approach to spelling and word reading to secure stronger phonics attainment for all children in years 3–6. Scale up Fluency Focus reading approach across all year groups, improving reading skills and exposure to a broader range of text types for all children.	A phonics approach indicates a positive impact on the accuracy of word reading and spelling, particularly for disadvantaged children. Implementation of the Sounds Write scheme that meets the DfE requirements. Phonics – EEF 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. Fluency Focus – EEF	1, 3, 4

Teaching: maths Sustain explicit teaching of problem-solving strategies in maths – Y6 focus to increase attainment for HPA targeting or working at GDS. Embed NCETM Mastering Number at KS2 for Y3–Y5. CPD on use of concrete resources and manipulatives in whole-class teaching and interventions to maximise progress for all pupils	Mathematics in key Stage 2 and 3 – EEF Identifying the characteristics of more effective professional development – EEF KS2 Mastering Number pilot highlights the importance of multiplicative reasoning in mathematics – NCETM Maths Hub Subject Report into Mathematics – OFSTED Five ways manipulatives can be used to develop mathematical understanding – EEF	1, 3, 4
CPD, recruitment and retention High quality support and mentoring for ECTs (3 ECTs: 2 first year, 1 second year) CPTAP high quality training for support staff (2 TAs) ITT students (2)	Early Career Teacher entitlement (and 2025 changes) – DFE Identifying the characteristics of more effective professional development – EEF Training and development of ITT students contributes to succession planning and early development of talented future teachers from within and around the local community.	1, 3, 4

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

Budgeted cost: £29,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant deployment Sustain the use of 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.	Deployment of Teaching Assistants – EEF	1, 3, 4
Targeted interventions: maths Small-group re-teaching and assessment of Y5 pupils who scored below 21 on Y4 MTC assessment.	KS2 Mastering Number pilot highlights the importance of multiplicative reasoning in mathematics – NCETM Maths Hub Multiplicative reasoning is applied throughout the Y5 and Y6 maths curriculum and is therefore an essential building block of success at KS2. Small group tuition – EEF	1, 3, 4
Targeted interventions: English Nesy: literacy support program for spelling and reading to improve outcomes for PP children with SEND Additional, targeted reading and phonics support for PP	Nesy is based on the science of reading and utilises technology to support children with dyslexia. SEND 5-a-day – EEF Targeted phonics interventions have been shown to be more effective	1, 3, 4

children – especially those with SEND.	when delivered as regular sessions over a period of up to 12 weeks. EEF toolkit: Phonics	
Small group tuition 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.	Tuition groups are selected based on up-to-date attainment data, so that PP children are placed in a targeted group that best meets their needs. Small group tuition – EEF	1, 3, 4

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional development Sustain 'RULER' Social and Emotional Literacy teaching in Y3 and begin roll-out to Y4 to facilitate effective transition from feeder schools and enable consistent academic progress.	Evidence links childhood social and emotional skills with improved outcomes at school and in later life Improving Social and Emotional Learning in Primary Schools – EEF RULER is an evidence-based approach to Social and emotional literacy	1, 3, 4
Social, emotional and behavioural support Sustain pastoral team provision, offering proactive and responsive support for poor mental health and emotional dysregulation.		1, 3, 4

Sustain Relationships and Behaviour Policy to support staff to develop and maintain nurturing relationships with pupils. Sustain provision of nurture-group for identified pupils requiring regular social, emotional and behavioural support. Sustain 1:1 and small group therapeutic interventions: school mentor, drawing therapy, play therapy and therapy dog.	Policy, pastoral provision and in-school practice informed by training from Trauma Informed Schools Nurture UK Disadvantaged children on average have weaker social and emotional skills than their non-disadvantaged peers. Improving Social and Emotional Learning in Primary Schools – EEF	
Attendance and punctuality Embed role of DDSL with attendance training and responsibility, ensuring that attendance processes are fully embedded and rigorously applied. Continued focus on increasing attendance of PP children, decreasing the gap between PP and non-PP attendance – especially persistent absenteeism: parent meetings with identified children to build home/school partnerships, parent café on the impact of attendance on outcomes (online), half-termly check-in (letter) with PP families to celebrate improved attendance. Focus on PP punctuality to close the gap with non PP peers: strengthening school-home communication,	Improving school attendance – support for schools – DFE EEF REA: Attendance Education Hub Blog: Missing a Day	2, 4

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

Total budgeted cost: £77,410

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress: Internal assessment data (Teacher Assessment (TA) summer 2025–2026) indicates accelerated progress for PP children compared to non-PP children in years 4–6: reading (+0.4 vs +0.2), writing (+0.4 vs +0.2) and maths (+0.2 vs +0.1). This indicates that increased focus on PP children, along with strategic use of additional tuition, is beginning to have an impact across the school. While the data set is incomplete (from feeder schools) and changes to assessment processes impact progress scores, recorded progress for PP children in Y3 (SAT TA 2025 – TA 2026) remains below that of their non-PP peers: reading –0.3 difference; writing –0.2 difference; maths –0.4 difference. Embedding links and curriculum cohesion between DHJS and our main feeder school, [joint staff meetings, curriculum sharing for maths – Maths Mastery, data & attainment meetings with a PP focus, pastoral PP handover] as well as Y3 transition overall, [Wellbeing School and pastoral provision] is therefore a key outcome for our PP strategy and SDP for 2026–27.

Attainment:

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

KS2 SATS: For the first time, 100% of PP children attained EXS for reading. This is compared to 75% for all pupils nationally. Attainment for PP children in maths has also increased, from 71–73%. This is 11% higher than national PP pupils and only 2% below all pupils nationally. Attainment in writing at EXS has decreased to 55%. This reflects an overall decrease this year, but is below PP national average (60%). Due to the extensive intersectionality of SEND and PP in this cohort (over 50% SEND) reading was prioritised to ensure all children were secondary ready. However, PP writing will be a key target for KS2 assessment 2027, in order to raise attainment in this area and therefore attainment for PP children at EXS combined, which decreased in 2026 compared to the previous trend of year-on-year improvement.

2027 target PP EXS 65% combined [writing target 70%]

For PP children, attainment at GDS has increased in all subjects, reaching 18% in reading and writing (above national for all children) and 36% in maths (above national for all

children). Combined GDS for PP children at DHJS is 9% – 1% higher than national for all children.

2027 target PP GDS combined 11%

MTC: In 2026, PP children outperformed non-PP children in terms of attainment at full marks (55% vs 46%). However, the average score for PP children was 20.9 compared to 22.7 for non-PP children. This is due to the greater proportion of PP children who scored 21 or below, which was impacted by the intersectionality of SEND and PP within this cohort: over half of the PP children listed have SEND. These children have been identified for additional tuition groups in Y5 to increase fluency with a view to improving their outcomes for KS2 SATS.

Adaptations have been made to apply this learning to the 2027 MTC cohort: PP & SEND children have been identified for additional tuition from the autumn term, and the Y4 maths curriculum has been restructured to teach times tables in autumn 1, giving additional time to secure this foundational knowledge before the summer term. Target: 60% full marks; 23.5 average score.

Tuition: 82% of PP children regularly attended an after-school or before-school tuition group, totalling 8-hours additional tuition, and 10% attended more than one. 94% of pupils were invited to attend one or more tuition groups. Exceptions were children who were not behaviourally or emotionally ready for an extended school day – identified as priorities for the academic year 2026–27. Children who participated in additional tuition groups in autumn–spring term showed accelerated progress compared to ‘all’ children (Y4–6) in the relevant subject: reading +0.5 (compared to +0.1); writing +0.5 (compared to +0.2); maths +0.1 (compared to 0.0).

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. The emotional literacy programme will be extended into Y4 in 2026–27.

Attendance and punctuality: Attendance rates for PP children for 2025–26 (94.3%) are very closely comparable to 2024–25 (0.1% increase) and remain below non-PP

attendance rates (96.6%). As of 10/7/2026, PP attendance at DHJS is below national (94.7%) and local authority attendance rates (94.8%) for all children. For 2025-26, punctuality data for PP pupils shows 7.5% late – compared to the whole school rate of 2.5%. Attendance and punctuality therefore remain a key outcome in the 2026-27 strategy.

Equity of access: In 2025-26 100% of PP children/families accessed one of the following extracurricular opportunities, free of charge (most) or at a discounted rate (some clubs and music tuition): before/after school club; additional academic opportunity (extra to class trips); additional sport opportunity (e.g. fixture or trip); music tuition; additional music opportunity (e.g. music visit or concert); leadership opportunity. Many pupils accessed several of the above over the course of the year. Maintaining this uptake, with a target of 100% involvement in extracurricular activity, is a focus for the 2026-27 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

Service pupil premium funding (optional)

*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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A