

# Dog Kennel Hill Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Dog Kennel Hill Primary School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	98 pupil premium children 32.69% 4 EYPP in nursery.
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	Annually
Statement authorised by	Galiema Amien-Cloete
Pupil premium lead	Barbara Ghezzi
Governor / Trustee lead	Mary Henley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,607
Recovery premium funding allocation this academic year	£13,340
<b>School Led Tuition</b>	<b>£18,200</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Dog Kennel Hill Primary School is an Ofsted rated GOOD, maintained primary school. It is a two-form entry from year 2 through to year 6 and one form in Reception and year 1. The school is situated on the borders of Camberwell and East Dulwich, and is comprised of a socially, economically and culturally diverse school community, with 88.5% of children from ethnic minority backgrounds and 47% who use English as a second language, over twice the national average (nationally 21%.) The demographic of the school's intake is comprised of children who live on the nearby estates and few children from the more affluent part of East Dulwich.

The school deprivation factor is higher than national averages. According to the IDACI figures 239/339 (70.5%) of our families live within the top 3 most deprived postcodes based on Spring 21 census. Families within our community therefore face a range of economic and environmental challenges.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At DKH we are a trauma informed school and aware of the negative impact of ACEs on the mental health of children and their families. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those experiencing bereavement or loss and any young carers. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Ensuring that children have good wellbeing and that they are safe and ready to learn, is a priority of the school, one that we take extremely seriously.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The school curriculum is innovative and creative with an emphasis on giving all children a broad range of experiences upon which to base their learning and equip them with knowledge and cultural capital. The curriculum has been developed to meet the needs of all children, particularly those who are disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception (confirmed by the NELI screen of Reception children 2020) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils indicate that PSED attainment is lower on entry to Nursery. Children have had reduced exposure to social situations and communication skills (speaking, listening and understanding) have been lower. Reading and mathematical understanding has also been lower.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In KS1 there is a 31% gap between PP and non PP children successfully completing the year 2 phonics screening check. 40% of children in receipt of pupil premium are expected to successfully complete the phonics screening check while 71% of children who are not in receipt of pupil premium are expected to successfully complete the check. (2021-2022 projected data)

4	Internal assessments within years 1-6 indicate that the percentage of disadvantaged and not disadvantaged children, working at ARE in reading, writing and maths, is comparable. However there are a greater number of disadvantaged children working <b>below</b> ARE in all three areas (39% vs 25% in reading, 40% vs 29% in writing, 36% vs 23% in maths)
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, maths and writing.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has increased (from 90.7% to 94.8%.) The school continues to focus on attendance and parents are communicated with regularly and supported to improve attendance.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, despite them being prioritized for access in school during lockdowns.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged children by the end of year 1.	Year 1 phonic outcomes in 2024/25 show that between 80-90% of children pass the screening check.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70-80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 70-80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70-80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%.</li> <li>• the percentage of all pupils who are persistently absent to be in line with national averages or below 10%. The figure among disadvantaged pupils being no more than 20% of the Pupil Premium group that are PA</li> </ul>

## Activity in this academic year

This 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: £2,302.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. The school will use NTS assessments and Head Start Science assessments to support the measurement of pupil attainment. These tests will then be analysed and use to provide targeted interventions.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4, 5
<p>Shine Intervention subscription</p> <p>Purchase a subscription to Shine (part of NTS assessments). This will support teachers to analyse test responses. The programme will generate targeted interventions to use with children in both Reading and Maths.</p>	<p>Rising Stars a company have collected evidence and completed a review of the impact of Shine interventions. This has included improved pupil outcomes across a year. Feedback has been that administration of the data analysis is that the programme is easy to use and interventions are easy to run.</p>	4, 5

<p>DPiL Training and moderation of writing books.</p>	<p>DPiL (dramatic progress in literacy) in an English curriculum that provides units of work for children to teach writing skills cumulatively. It is based in a dramatic approach that is sequential and incorporates talking activities to promote understanding.</p> <p>Moderation of writing by the English Consultant has led to clear next steps for teachers who then adjust teaching to meet the needs of children and plan additional interventions.</p>	<p>5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 4, 5</p>
<p>Purchase of training for staff new to RWI phonics a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>The National College subscription</p>	<p>An extensive resource of CPD opportunities for all staff from teaching and learning to fire marshal training</p>	

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

Budgeted cost: £33,115.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NELI to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills Reception and Year 1.  Intervention TA to deliver targeted interventions.	Oral language interventions can have a positive impact on pupils' language skills (up to 6 months). The same impact is evident for a trained TA and a teacher. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Delivered through school led tuition (year 1-2)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 5
After school booster maths interventions to target improved arithmetic skills across year 6. AHT to deliver. Use of Ready to progress baseline assessment to initially plan interventions.  Use of Shine interventions to generate targeted teaching. Shine interventions	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/">https://educationendowmentfoundation.org.uk/education-evidence/</a>	4, 5



programme delivered via school led tuition (Year 1-6)		
<p>Targeted English interventions.</p> <p>Reading interventions: 1:1 or small group for targeted children.</p> <p>Editing interventions and conferencing.</p> <p>Targeted spelling support – DPiL</p> <p>Use of Shine Intervention programmes delivered through School Led Tuition</p>	<p>1:1 or small group tuition can be an effective method to support lower attaining pupils or those falling behind. This approach is most effective when it is additional to and linked to class based activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3, 4, 5

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

Budgeted cost: **£7,011.84**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the emotional wellbeing and engagement in school life through provision of after school activities.</p> <p>Sports Clubs –to be provided after school each week.</p> <p>Singing club, brass band, percussion, steep pan and keyboard clubs.</p>	<p>EEF acknowledges the potential impact for health and wellbeing of sports and art interventions on children. There may also be a small but positive impact on academic attainment,</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	6, 7
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Use Thrive as a targeted intervention approach to teach key behaviours.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)</p> <p>This affect has been repeated in other studies.</p>	6, 7
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly</p>	6, 7

This will involve training and release time for staff to develop and enforce attendance procedures. SIO officer to oversee interventions to improve attendance.	reduced levels of absence and persistent absence.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Behaviour support assistant (30% of 4 days)	Mentoring sessions, behaviour support, well-being and resilience support, parental engagement	All
<p>Improve the quality of social and emotional (SEL) learning using the Jigsaw programme</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	6

**Total budgeted cost: £42,429.91**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the pre pandemic years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. High COVID cases in the school led to additional challenges with higher than normal staff absence and pupil absences. A staffing restructure, to meet budgeting constraints, which will be in effect January 2022 may also reduce the school's teaching capacity.

Pupil premium children in years 1 to 6 make up a high proportion of the children who are persistently absent and this increased during the pandemic: 12% in 2018; 9.5% in 2019, 14.5% in 2020 and 11.8% in 2021.

The percentage of the pupil premium group absent increased during the pandemic and continues to remain high: 15% in 2018, 13.7% in 2019; 16.9% in 2020 and 13.3% in 2021. Our high COVID case number led to higher levels of anxiety within our community and attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the pre pandemic years in key areas of the curriculum.

Data shows that the impact has been more significant on pupils who experienced partial school closures at the beginning of their school experience (current year 3).

Although the gap in most year groups remains, the gap for year 3 writing and maths is the highest at 33%. These pupils were in year 1 when they experienced partial school closures and this impact continues to be evident in year 3. Whereas the gap in year 4 has been closed. The test will be to ensure that this gap remains closed as pupils enter year 5 and then continue into year 6.

There was a significant gap in writing and maths for year 6 pupils however, 5 of the 16 pupils (31%) had additional needs, one with an EHCP in place.

The combined ARE for pupil premium recipients in years 3, 4, 5 exceed the Southwark average.

### Juniper Data (Target Tracker) analysis report- For Reading, Writing and Maths combined at ARE and above

YEAR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DKH</b>	44.4%	40%	54.5%	58.3%	57.1%	53.3%
<b>National Average</b>	59.6%	49.6%	51.4%	51.8%	46%	55.6%

*(This data should be used with caution as it is from Juniper Analysis and is a snapshot of assessment at one point in time. It may not correlate fully with end of year data analysis.)*

### End of 2021-2022 data

Year 1	% Pupil Premium at ARE or higher (10 pupils) (5 SEND)	% Not Pupil Premium at ARE or higher (19 pupils)
Reading	55.6%	66.7%
Writing	44.4%	50%
Maths	66.7%	66.7%

<b>Year 2</b>	<b>% Pupil Premium at ARE or higher (9 pupils) (2 SEND)</b>	<b>% Not Pupil Premium at ARE or higher (31 pupils)</b>
Reading	44.4%	83.9%
Writing	44.4%	77.4%
Maths	44.4%	77.4%
<b>Year 3</b>	<b>% Pupil Premium at ARE or higher (21 pupils) (4 SEND)</b>	<b>% Not Pupil Premium at ARE or higher (25 pupils)</b>
Reading	61.9%	72%
Writing	57.1%	68%
Maths	61.9%	76%
<b>Year 4</b>	<b>% Pupil Premium at ARE or higher (13 pupils) (5 SEND)</b>	<b>% Not Pupil Premium at ARE or higher (31 pupils)</b>
Reading	84.6%	70%
Writing	69.2%	63.3%
Maths	69.2%	66.7%
<b>Year 5</b>	<b>% Pupil Premium at ARE or higher (21 pupils) (4 SEND)</b>	<b>% Not Pupil Premium at ARE or higher (29 pupils)</b>
Reading	76.2%	71.4%
Writing	52.4%	60.7%
Maths	66.7%	75%
<b>Year 6</b>	<b>% Pupil Premium at ARE or higher (16 pupils) (5 SEND)</b>	<b>% Not Pupil Premium at ARE or higher (38 pupils)</b>
Reading	87.5%	97.4%
Writing	50%	86.8%
Maths	62.5%	92.1%

Pupil premium children in years 1 to 6 make up a high proportion of the children who are persistently absent and this increased during the pandemic: 12% in 2018; 9.5% in 2019, 14.5% in 2020, 11.8% in 2021 and 13.92% in 2022.

The percentage of the pupil premium group absent increased during the pandemic and continues to remain high: 15% in 2018, 13.7% in 2019; 16.9% in 2020 and 13.3% in 2021.

### Year 1 Phonics Screening Check (PSC)

The Year 1 PSC shows that there is still a significant gap between the attainment of PP children and those who are not PP.



### Early years – Good Level of Development

A number of interventions were put in place in EY -Talking Tables, Forest School and Phonics intervention.



The school used National Tuition programme funding to provide targeted small group interventions. The use of SHINE which was directly linked to NTS assessments and provided interventions targeting gaps identified in assessments also supported pupils in making accelerated progress. Pupil progress meetings focused on identifying the barriers for pupils in receipt of pupil premium and identifying and implementing appropriate strategies to support accelerated progress.

The school continues to use these strategies.

## Externally provided programmes

Programme	Provider
After school sports Clubs	Team Get Involved
Pioneer Dance	Pioneer Dance
Tutoring	Zen Educate / Educate Staffing