



# Pupil Premium Strategy Statement

## James Dixon Primary School 2024 - 2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	120 (28%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kevin Minnott
Pupil premium lead	Robin Entwistle (DHT)
Governor / Trustee lead	Len Blomstrand(CoG)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189 563
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£189 563</b>

## Part A: Pupil premium strategy plan

### Statement of intent

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 disciplines, particularly in the core areas of English and maths. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including supporting progress for those who are already high attainers. In addition, it is our aim to provide wide reaching opportunities within school and the wider community to develop their learning experience.

The school aims to promote positive levels of pupil mental health and self-esteem. We will provide a series of interventions and programmes to support this objective, as well as ensuring that pupil safeguarding and wellbeing is at the heart of our curriculum.

High-quality teaching drives our approach, with a focus on areas in which disadvantaged pupils require the most support.

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 and help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are appropriately challenged and supported throughout their learning.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gap in reading, writing, maths and phonics is high due to disadvantaged pupils having lower starting points.
2	Our attendance data for the academic year 2023/24 demonstrates that disadvantaged pupils have a lower level of overall school attendance. All pupils had attendance of 95.8% for the year, which is in line with the national average, but disadvantaged pupils had overall attendance of 94.6%
3	Oral language skills, particularly in Reception, are lower for pupils eligible for DA than for other pupils.
4	Difficulty with social and emotional aspects of learning, Self-regulation and equality of opportunity to cultural experiences for those who are disadvantaged.
5	Financial implications typically affect a child's access to wider life experiences and enrichment opportunities. Activities and experiences will be introduced in order to increase DA pupil's cultural capital.

## 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
Attendance of DA pupils is equal to or exceeds non DA pupils	Attendance data demonstrates parity between DA and non DA pupils
To increase attainment for disadvantaged pupils in RWM	<p>To be in line with or exceed the national average for the expected standard in the Phonics Screening Check.</p> <p>Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS1.</p> <p>Children achieve an MTC score which is at least in line with the national average.</p> <p>Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS2 assessments.</p>

<p>Pupil wellbeing is high</p>	<p>Strategies and vocabulary from Zones of Regulation are used consistently by all pupils. Worry boxes. Bubble Time and Wellbeing Leads are apart of the pupils' toolkit</p> <p>Pupil voice is used as a monitoring strategy to gain an understanding of the thoughts and feelings of the school community.</p> <p>Positive feedback from Google Form surveys</p> <p>Attendance of DA pupils to match non DA pupils and remain at or above national.</p> <p>All pupils have a clear understanding of what constitutes a healthy lifestyle</p> <p>All DA pupils have adequate attire for PE lessons</p>
<p>To produce well rounded and community engaged citizens</p>	<p>DA pupils have access to a broad menu of extra-curricular clubs.</p> <p>DA pupils have access to a range of trips, visits and experiences to develop life skills and ambitions.</p> <p>DA pupils have attended a residential trip by the end of KS2.</p>

## 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: **£65 806**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A programme of KAGAN CPD to run for all teaching staff, supporting the implementation of inclusive and responsive teaching practice.</p>	<p>All teachers are consistent in their approaches in teaching and use the relevant and necessary strategies to assess and monitor pupils; understanding especially DA pupils.</p>	<p>1,2,3</p>
<p>Continued purchase of further resources, including a robust programme of CPD for all staff,</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of</p>	<p>1,2,3</p>

to support the implementation of Little Wandle Phonics Scheme.	early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">EEF T&amp;L Toolkit - Phonics</a> Strategy highly recommended in <a href="#">DfE Reading Framework 2023 - Section 3</a>	
CPD to support the improvement and effectiveness of curriculum leaders in all subject areas, to ensure that writing continues to be a key focal point across the school.	School leaders' monitoring of curriculum effectiveness and that the knowledge based curriculum is developing the writing skills of DA pupils	1,4
The continued funding of staff training and resourcing of strategies to improve communication of pupils.. This includes Makaton training & Widget Online,	There is strong evidence to suggest that oral language interventions and strategies, including high quality modelling and dialogic activities, are inexpensive to implement with high impacts on reading, writing and speech.  <a href="#">EEF T&amp;L Toolkit - Oral language interventions</a>	1,2,4
To use digital technology to improve teaching, learning in core subjects. This will include purchase and maintenance of Chromebook devices and subscription to online platforms such as Lexia Core 5, TTRS, Mathletics and Testbase	All pupils in Y1-6 will have access to devices and programmes to develop basic skills in core curriculum areas. Technology provides opportunities for fun, purposeful and personalised learning tasks that support pupils to develop basic skills. We will use technology to support retrieval practice, self quizzing, which in turn supports retention of key ideas and knowledge.	1,4
Cover for school leaders undertaking NPQs, Maths Mastery course, SEND courses and	School leaders and staff gaining NPQs will improve their skills, increase their confidence in their role and aid staff development and retention.  <a href="#">DfE NPO Courses</a>	1,2,3,4 & 5
Purchase of standardised diagnostic assessments. (NFER, GTRP RA, Speech Language Link etc.)  Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  <a href="#">Diagnostic assessment   EEF</a>	1

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

Budgeted cost: **£62,378**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in training and employing high quality TAs to deliver evidence based interventions.	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.  <a href="#">EEF T&amp;L Toolkit - Teaching Assistant Interventions</a>	1,2
Additional phonics sessions targeted at disadvantaged & SEND pupils who require further phonics support.	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   Teaching and Learning Toolkit   EEF</a>	1,3
CPD to develop Lexia Core 5	By using Lexia’s research-proven program, Core5 effectively reduces the risk of DA pupils not meeting national standards while providing accelerated and on-track pupils the instruction they need to thrive.	1
A dedicated specialist teaching assistant to work with identified groups of children specifically on speech and language development.  Resources purchased to ensure all children have access to and can use resources individually or in small groups  A number of TAs to run small RWI groups every day	Research shows the number of words children know at 5 has a direct correlation to future success in exams.	3

Specialist 1:1 tutor to work with vulnerable children	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <b>EFF Teaching &amp; Learning Tool</b>	2,3,4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£61,379**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A specialist steel pan teacher will deliver lessons to Years 5 & 6 in the schools' Music Room.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. <b>EFF Teaching &amp; Learning Tool</b>  Internally, improved outcomes have been identified in English, mathematics and science.  Pupil wellbeing is high. This is reflected by higher than national levels of school attendance and consistently good engagement with learning. Pupils are able to express themselves through a range of media and their work is celebrated within the community.	4,5
A specialist music teachers from Bromley Youth Music Trust will deliver National Curriculum music lessons to Years R, 1, 2,3 & 4 in the schools' Music Room and class rooms		2,4,5
The school continues to invest in CPD to develop confidence in delivering the PHSE curriculum	Improvements appear more likely when Zones of Regulation approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. <b>EFF Teaching &amp; Learning Tool</b>	2,3,5

Funded and partially funded places at Breakfast Club	Children arrive at school on time well fed and ready for learning.	3,4,5
Continued funding of an Education Welfare Officer (EWO).	Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. <b>EFF Teaching &amp; Learning Tool</b>  Providing support for targeted pupils and their parents/carers will help to improve the general quality of life and help to triage safeguarding issues that may arise from the prolonged time in isolation due to the pandemic.	3,4,5
Investment in family support including Family Liaison Worker (FLO) to support/ work alongside vulnerable children and their parents/carers.		3,4,5
School based qualified counsellor for identified children.	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. <b>EFF Teaching &amp; Learning Tool</b>	3,4,5
Partially subsidised places Year 6 residential.	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. <b>EFF Teaching &amp; Learning Tool</b>	3,4,5
Drama Productions/workshops	Pupils will enjoy a rich bank of experiences to support ideas for writing. Pupils are able to develop interests and talents outside of the school curriculum.	3,4,5

**Total budgeted cost: £189 563**