



Pupil Premium Strategy Statement

James Dixon Primary School 2025 - 2026

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	427
Proportion (%) of pupil premium eligible pupils	115 (27%)
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)	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kevin Minnott
Pupil Premium Lead	Kevin Minnott
Governor / Trustee lead	Debbie Anderson (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,780
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£181,780

Part A: Pupil premium strategy plan

Statement of intent

As a multi-cultural primary school located in South East London, we are firmly committed to ensuring that all pupils, regardless of their background or circumstances, have access to high-quality, evidence-informed education. Approximately 27% of our pupils attract Pupil Premium funding, reflecting our commitment to supporting our disadvantaged learners.

Our Statement of Intent for the use of this funding is built around the central aim: to raise the educational outcomes of disadvantaged pupils. In pursuing this aim, we actively support the mission to close the wide and persistent gap in achievement that separates children who grow up in poverty from their more affluent peers.

1. Closing the Attainment Gap: We recognise the scale and persistence of the challenge; the attainment gap stands at 4.6 months by the end of the reception year and doubles by the end of primary school. Our strategy acknowledges that an effective approach allows schools to intervene early and prevent these attainment gaps from growing. Therefore, a key focus of our strategy will be early intervention.

2. Promoting Holistic Outcomes: We understand that the impact of education goes beyond academic success and jobs. Higher achievement is also tied to better health and well-being throughout our pupils' lives. Our strategy will look to improve these wider outcomes for our disadvantaged pupils.

3. Evidence-Informed Practice: To ensure effectiveness, we commit to using reliable research evidence to support our overall strategy. We will endeavour to do 'fewer things better' by aligning our resource allocation with evidence-based approaches to maximising impact.

4. Strategic Planning and Review: Our school is required to develop a Pupil Premium strategy that sets out how we spend the funding to support attainment. We will adhere to the Department for Education (DfE) requirement to publish an updated strategy statement every academic year. We commit to the recommended long-term, three-year approach to Pupil Premium planning, ensuring the strategy is an ongoing process.

This strategy is one of the most powerful tools we have for supporting education equity, ensuring that our 20% disadvantaged cohort receives the targeted support necessary to succeed and thrive.

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 through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Because of the gap between attendance of PP and non-PP children, some children who are entitled to the PP grant are persistently late and/or persistently absent, thus missing key areas of learning
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
4	A high proportion of PP pupils and their families have emotional, social, behavioural and pastoral needs
5	PP families are less likely to be able to support costs associated with extracurricular and/or off -site activities-limiting PP students' access to cultural capital. Disadvantaged pupils often have limited experience of enrichment and cultural activities such as trips to historical places of interest or the local library

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
To improve attendance	<ul style="list-style-type: none"> ● Attendance of PP pupils will be better than the national PP average. ● Closing the gap between PP and Non PP in school ● Persistent absence of PP pupils has reduced
To increase attainment for disadvantaged pupils in RWM	Reading, Writing, Maths and Combined are in line with national PP outcomes for Expected and Greater Depth.
Improve support for children with SEMH needs & their families.	<p>School FLO supports parents of children who are identified with SEMH needs</p> <p>Families most impacted by cost of living changes, reduction in local service and mental health support receive care and concern from school FLO.</p> <p>In the course of working with parents the FLO may identify where digital access is a barrier and can act accordingly.</p>
Parents feel better able to support their children	<p>Attendance - communication from school to home highlights the importance of regular school attendance.</p> <ul style="list-style-type: none"> ○ Rewards and relationships are considered to be the primary strategies employed when working with families. <p>Home learning support resources and information for PP children is sent home.</p>
PP pupils receive opportunities to develop cultural capital alongside their peers.	The school uses PP funding to support children who are eligible for the funding to enable fair access to school trips, visitors in, social events such as school discos, music lessons etc.
Pupil wellbeing is high	<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>
To produce well rounded and community engaged citizens	<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.

High Quality Teaching (for example, CPD, recruitment and retention, release time for colleagues completing NPQs etc.)

Budgeted cost: **£48,509**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A programme of KAGAN CPD to run for all teaching staff, supporting the implementation of inclusive and responsive teaching practice.	All teachers are consistent in developing James Dixon's Teaching Identity, making sure to enshrine Rosenshine's Principles and Kagan strategies in all of their teaching.	1,2,3
Evidence informed CPD to support quality first teaching, including ECT support.	Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective 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 the top priority for Pupil Premium spending- <i>EEF PP guidance</i>	1,2,3

<p>Targeted support for new teachers and support staff from Maths NCETM Mastery Specialist</p>	<p>Mastery learning has been shown to have a positive impact of 5+ months <i>EEF</i></p> <p>Small group tuition has been seen to have a positive impact of 4+ months <i>EEF</i></p>	
<p>The continued funding of staff training and resourcing of strategies to improve communication of pupils.. This includes Makaton training & Widget Online,</p>	<p>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.</p> <p>EEF T&L Toolkit - Oral language interventions</p>	1,2,4
<p>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.</p>	<p>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.</p>	1,4
<p>Purchase of standardised diagnostic assessments. (Speech Language Link etc.)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1

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

Budgeted cost: **£65,271**

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. EEF T&L Toolkit - Teaching Assistant Interventions	1,2
CPD to develop Literacy Gold (Online reading software)	By using Literacy Gold research-proven program, Literacy Gold 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
Several specialist teaching assistants 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

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

Budgeted cost: **£68,000**

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. EFF Teaching & Learning Tool	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	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.	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. EFF Teaching & Learning Tool	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. EFF Teaching & Learning Tool	3,4,5
Investment in family support including Family Liaison Worker (FLO) to support/ work alongside vulnerable		3,4,5

children and their parents/carers.	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.	
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. EFF Teaching & Learning Tool	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. EFF Teaching & Learning Tool	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: £181,780