



PUPIL PREMIUM STRATEGY STATEMENT

JAMES DIXON PRIMARY SCHOOL 2021-24

(YEAR 1 OF 3 - 2021-2022)

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	James Dixon Primary School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022/23 & 2023/24
Date this statement was published	30/12/21
Date on which it will be reviewed	30/12/22
Statement authorised by	Michelle Aldred (Executive Head)
Pupil premium lead	Kevin Minnott (Head of School)
Governor / Trustee lead	Len Blomstrand (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,770
Recovery premium funding allocation this academic year	£ 9,353
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£176,123

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of intent

All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting pupils' pastoral, social and academic needs within a caring and nurturing environment. We are committed to ensuring that these pupils close gaps in their learning and develop the skills and knowledge to ensure they are successful for their next stage of education. We have high expectations of all disadvantaged pupils

The school aims to address these matters and close the attainment gaps between disadvantaged pupils and their peers, by ensuring the effective implementation and leadership of a refreshed curriculum and through the provision of targeted intervention.

The school aims to promote positive levels of pupil wellbeing and self-esteem. We will provide a series of interventions and programmes to support this objective.

Challenges

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

Challenge number	Detail of challenge
1	A refreshed model of curriculum delivery and pupil leadership is to be implemented across the school.
2	There are gaps in pupils' learning, attributable to Covid related school closures or by being otherwise disadvantaged.
3	A high proportion of DA pupils and their families have emotional, social and pastoral needs.
4	Speech and language barriers for Disadvantaged Children.

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
Quality First Teaching is of a consistently high standard	A broad and inclusive curriculum is in place, which demonstrates the strong value placed in all subjects. Pupil Outcomes continue to be above national averages.
A programme of planned intervention is closing gaps in pupils' learning	Impact scrutiny of a well-planned and robust system of intervention demonstrates that gaps in pupil learning, caused by Covid-19 related school closures or by being otherwise disadvantaged, are closing
Pupil wellbeing is high	The school curriculum demonstrates an awareness of the need to promote positive mental health and wellbeing and the school is a safe and inclusive space. School Leaders actively seek the pupil voice as part of the decision-making process and when reviewing curriculum effectiveness.
Speech and language and phonics results show improvements in specific groups	Targeted groups make good progress School targets for the phonics screening check are met.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The professional development of newly appointed subject leaders in some foundation curriculum areas, to ensure the effective leadership and implementation of the	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	1

<p>refreshed whole school curriculum design.</p>	<p>ingredient of a successful school and should rightly be the top priority for Pupil Premium spending - EEF PP guidance</p> <p>Metacognition and self regulation has been shown to have a positive impact of 7+ months</p> <p>Phonics has been shown to have a positive impact of 5+ months EEF School leaders' monitoring of curriculum effectiveness and pupil progress indicates that a consistently high standard to T&L is evident, which is reflected by pupils' outcomes and feedback.</p>	
<p>Purchase academic books for continued professional development</p>	<p>The continued professional development of staff around the issues of teaching and learning and mental development of the children in their charge.</p>	<p>1 & 2</p>
<p>Embedding the use of cooperative teaching strategies and ensuring these strategies are used consistently</p>	<p>"Of all classroom grouping strategies, cooperative learning may be the most flexible and powerful." Marzano et al</p>	<p>1</p>
<p>Release time for teaching staff including ECT support, teachers working towards NPQs and subject leadership</p>	<p>These findings accentuate that workload, time allocation, and self-esteem are important challenges in teacher leadership. The relationship between teacher workload, time allocation, self-esteem, and leadership needs to be defined and managed at the institutional and individual levels to avoid potentially undesirable effects and counterproductive teaching and learning behaviours. European Journal of Contemporary Education, 2020</p>	<p>1</p>

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

Budgeted cost: £ 76,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A wide range of intervention programmes for pupils identified as having gaps in their learning.</p> <p>Staff delivering interventions receive regular CPD to help close the gaps.</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. EFF</p>	2
<p>CPD to develop Bedrock online leading in Years 5 and 6</p>	<p>The wide variety of vocabulary learners are exposed to gives them the tools to develop their writing and oracy skills. Dr Craig Early</p>	2&3
<p>The development of working walls to support depth of learning, with a focus on vocabulary</p>	<p>“The working wall is a ‘third teacher’ in the room. The children know that they can use it for support, if they are not sure or need to deepen their learning.”</p>	2&3
<p>A dedicated specialist teaching assistant to work with identified groups of children specifically on speech and language development.</p> <p>Resources purchased to ensure all children have access to and can use resources individually or in small groups</p> <p>A number of TAs to run small RWI groups every day</p>	<p>Research shows the number of words children know at 5 has a direct correlation to future success in exams.</p>	4
<p>Specialist 1:1 tutor to work with vulnerable children</p>	<p>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. EFF Teaching & Learning Tool</p>	2

Spring School Booster lessons	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy EFF Teaching & Learning Tool	2
Purchase of digital devices (such as tablets, Chromebooks and accessories)	Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work EFF Teaching & Learning Tool	2

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

Budgeted cost: £ 89,905

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 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.	3
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		3
Attainment of the National Wellbeing Award	The Wellbeing Award supports schools to create a culture in which mental health can thrive, helping them to:	3

	<ul style="list-style-type: none"> • Show the school's commitment to promoting wellbeing as part of day-to-day school life • Develop a whole school strategy for improving the wellbeing of pupils. • Attract and retain high-quality staff. 	
The school continues to invest in CPD to develop confidence in delivering the PHSE curriculum	Improvements appear more likely when SEL 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	3
Funded and partially funded places at Breakfast Club	Children arrive at school on time well fed and ready for learning.	3
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
Investment in family support including Family Liaison Worker (FLO) to support/ work alongside vulnerable 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.	3
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

Partially subsidised places Year 6 school journey.	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. <i>EFF Teaching & Learning Tool</i>	3
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

Total budgeted cost: £ 176,123

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022, results will not be used to hold schools to account.

Please [click here](#) to see an overview of outcomes for the academic year 2021-2022 as reported to Governors (please note this is an internal link)

Impact Year One

Intended outcome & success criteria	Evidence
Review and refresh of the broader curriculum to include increased digital resources	All themes have been reviewed and have a bank of digital resources to support the learning
Provision of specialist tuition for targeted pupils in reading and maths means that they make above national progress at the end of KS2	All targeted pupils achieved national or above progress scores
To improve attendance	Despite the challenges of a period of isolations for many pupils, overall attendance was in line with preCovid national figures
Pupil premium pupils to have experiences which bring them in to line with their peers	All Year Two and Year Three pupils experienced a visit to the seaside
To reduce the attainment gap in Phonics	Phonics outcomes remain below national
To develop social, emotional and pastoral wellbeing	
To ensure that pupils new to English have a structured approach to learning English and are able to have a settled start to a new school in a new country	EAL pupils had consistent personalised support in moving through the early stages of English language acquisition
All safeguarding concerns are triaged and managed in a timely and effective manner	All concerns have an attached action with 24 hours of being shared with a DSL (more serious concerns have been actioned more swiftly)
To ensure accurate assessment	Kent moderation of KS2 writing agreed with teacher assessment

<p>Pupils to take a larger role in the structure, organisation and decision making in their school</p>	<p>Pupil Leadership teams establish across a range of subjects. Pupils have led assemblies, carried out pupil interviews and carried out book scrutinies with subject leaders</p>
<p>To grown the schools Forest School team to ensure its sustainability</p>	<p>Four new Forest School Leaders completed training in July 2022</p>
<p>To be able to provide emotional support for pupils at the point of crisis</p>	<p>Two counsellors have been available for pupils with the DSLs in a position to triage and manage access to this resource</p>