



Pupil Premium Strategy Statement

James Dixon Primary School 2023 - 2024

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	433
Proportion (%) of pupil premium eligible pupils	30% (130)
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)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£164 414
Recovery premium funding allocation this academic year	£ 19 151
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£183 565

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged pupils at James Dixon Primary School may have been disproportionately affected by the Covid-19 pandemic and associated school closures and this continues to be a factor in their attainment. This is reflected by gaps in pupils' learning and by the negative impact on some pupils' wellbeing.

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 newly designed curriculum model 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 is to be implemented across the school to make sure it is in line with national expectations.
2	Oral language skills, particularly in Reception, are lower for pupils eligible for PP than for other pupils.
3	A high proportion of DA pupils and their families have emotional, social and pastoral needs.
4	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.
5	Parental and community perceptions of the value of education and lack of confidence or experience which can prevent them from engaging with their child's learning

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.
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>
Pupil wellbeing is high	<p>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.</p> <p>School Leaders actively seek the pupil voice as part of the decision-making process and when reviewing curriculum effectiveness.</p>
To ensure that all disadvantaged and SEN pupils consistently benefit from opportunity and exposure to our wider curriculum opportunities.	DA pupils have access to a broad menu of extra-curricular clubs. DA pupils have access to a range of trips, visits and experiences to develop life skills and ambitions. DA pupils have attended a residential trip by the end of KS2.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2023/24 demonstrated by: The general maintenance and upkeep of the bouncy castle, Attendance trophy and medals. Termly 100% badges and end of year prizes.

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: **£59,808**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and mentoring for teachers and leaders, to ensure the quality of teaching and learning remains highly effective.	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 a top priority for pupil premium spending. Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention.	1
Purchase of further resources, including a robust programme of CPD for all staff, to support the implementation of Little Wandle Phonics Scheme.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF T&L Toolkit - Phonics Strategy highly recommended in DfE Reading Framework 2023 - Section 3	1,2
CPD to support the development and effectiveness of curriculum leaders in all subject areas, to ensure the effective monitoring, leadership and implementation of the school curriculum.	School leaders' monitoring of curriculum effectiveness and pupil progress indicates that a consistently high standard of T&L is evident, which is reflected by pupils' outcomes and feedback.	1,
Fund 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.	1,2

	EEF T&L Toolkit - Oral language interventions	
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 Rollama, TTRS and Mathletics.	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
Cover for school leaders undertaking NPQs.	School leaders and staff gaining NPQs will improve their skills, increase their confidence in their role and aid staff development and retention. DfE NPO Courses	1
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: Diagnostic assessment EEF	1
Continue to develop the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	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): Improving Social and Emotional Learning in Primary Schools EEF	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	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and	1,2

deliver evidence based interventions.	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	
Additional phonics sessions targeted at disadvantaged 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: Phonics Teaching and Learning Toolkit EEF	1,2
Invest in training and implementation of ELSA intervention to support pupils with emotional literacy	ELSA programme is designed to help children: recognise and manage their emotions; raise their self-esteem; improve peer relationships; recover from significant loss or bereavement; or resolve conflict effectively.	3,4
CPD to develop Bedrock online leading in Years 5 and 6	The wide variety of vocabulary learners are exposed to gives them the tools to develop their writing and oracy skills. Dr Craig Early	2
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.	2
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	2,3,4

	particular areas. EFF Teaching & Learning Tool	
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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. 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.	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 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	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	3,4,5
Investment in family support including Family Liaison Worker		3,4,5

<p>(FLO) to support/ work alongside vulnerable children and their parents/carers.</p>	<p>children’s aspirations and achievement over the longer term. EFF Teaching & Learning Tool</p> <p>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.</p>	
<p>School based qualified counsellor for identified children.</p>	<p>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</p>	<p>3,4,5</p>
<p>Partially subsidised places Year 6 residential.</p>	<p>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</p>	<p>3,4,5</p>
<p>Drama Productions/workshops</p>	<p>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.</p>	<p>3,4,5</p>

Total budgeted cost: £183,565