

Pupil premium strategy statement

School overview

Metric	Data
School name	James Dixon Primary School
Pupils in school	439
Proportion of disadvantaged pupils	113 (25.7%)
Pupil premium allocation this academic year	£176,100.95
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	January 2021
Statement authorised by	Mrs Michelle Aldred (Executive Headteacher)
Pupil premium lead	Kevin Minnott
Governor lead	

Disadvantaged pupil progress scores for last academic year (2018-2019)

Reading	6.2
Writing	0.2
Maths	2.8

Disadvantaged pupil performance overview for last academic year (2018-2019)

Measure	Score
Meeting expected standard at KS2	55%
Achieving high standard at KS2	10%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure that quality first teaching and interventions prioritise the identification of gaps in core learning and lead to good progress.
Priority 2	To implement effective school wide systems that prioritise pupil wellbeing and target effective support swiftly.
Barriers to learning these priorities address	To ensure that the transition back into full time education of disadvantaged pupils is successful, where wellbeing is a priority, allowing children to make good progress.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve above the national average progress scores in KS2 reading (above 0)	July 21
Progress in Writing	To achieve above the national average progress scores in KS2 reading (above 0)	July 21
Progress in Mathematics	To achieve above the national average progress scores in KS2 reading (above 0)	July 21
Phonics	To achieve above the national average progress scores in KS2 reading (above 0)	July 21

Measure

Activity

Priority 1	Speech and language and phonics results show improvements in specific groups
Priority 2	The percentage of children achieving the expected level or above in reading, writing and maths in KS2 matches non-pupil premium children.
Priority 3	Pupils Well Being improve and as a result so do outcomes at the end of each year.
Barriers to learning these priorities address	Low levels of parental engagement

Projected spending	£ 30 675
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Targeted academic support for current academic year

Measure	Activity
Priority 1	Tutor to work with vulnerable children
Priority 2	EAL children to be identified.
Priority 3	Easter School Booster lessons (Maybe virtual)
Barriers to learning these priorities address	
Projected spending	£51 380

Wider strategies for current academic year

Measure	Activity
Priority 1	Enrichment: A range of specialist music lessons including: singing, recorders, African drumming, drumming club.
Priority 2	Partially subsidised places Year 6 school journey.
	Drama Productions/workshops
Projected spending	£94 000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to adequately guide teachers in making accurate teacher assessment judgements and the designed lessons address the learning which needs to take place.	Use of INSET days throughout the year using Online CPD.
Targeted support	Ensuring that small group interventions are of high quality,	Class teachers to plan any interventions.
Wider strategies	Staff identification of wellbeing issues.	Protocols and schoolwide systems are clear and shared with all stakeholders.

Review: last year's aims and outcomes (2019-20)

Aim	Outcome
All TAs to run small RWI groups every day	All teaching staff in Yrs R, 1 & 2 run small RWI groups based on ability
Purchase resources to ensure all children have access to and can use resources individually or in small groups	Resources purchased
Investment in Family Support Worker to support/ work alongside vulnerable children and their parents/carers.	Family Support Worker in place
Bought in EWO service	EWO supports Attendance Manager with persistent absences and Fixed Penalty Fines
Counselling for identified children and flexibility to allow those who might need in the year.	Identified children seen by the counsellor when required
1:1 Tutor to work with vulnerable children	Tutor worked with identified children in Y6
Targeted children with EAL needs can be given small group support to improve attainment.	EAL Teacher supported small groups of children three times per week.
Enrichment: A range of specialist music lessons including: singing, recorders and Steel pans.	Weekly lessons delivered to Years: 2, 3, 4, 5 & 6