

James Dixon Pupil Premium strategy statement

Summary information					
School	James Dixon Primary School				
Academic Year	2019-20	Total PP budget	201,960	Date of most recent PP Review	July 2019
Total number of pupils	412	Number of pupils eligible for PP	153 (36%)	Date for next internal review of this strategy	Jan 2020

Attainment and progress (end of KS2 2018-2019)			
	<i>All pupils EXS+</i>	<i>All pupils eligible for Pupil Premium EXS+</i>	<i>National Average</i>
% achieving EXS+ RWM combined	65%	55%	65%
% achieving EXS+ in reading	76%	69%	73%
% achieving EXS+ in writing	78%	73%	78%
% achieving EXS+ in maths	82%	79%	79%
Progress in reading	5.7	6.2	4.0 to 7.4
Progress in writing	3.1	0.2	1.6 to 4.6
Progress in maths	3.5	2.8	2.0 to 5.0

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Speech and language barriers
B.	Low levels of core skills (including reading, writing and maths)

External barriers *(including issues which also require action outside school, such as low attendance rates)*

C.	Low levels of parental engagement
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Desired outcomes

	Desired outcomes and how they will be measured	Success criteria – Report Jan 2020 and July 2020 to LGB
A.	Speech and language and phonics results show improvements in specific groups; Speech and language teacher attends Pupil Progress Meetings to talk about progress of students.	Targeted groups make good progress School targets for the phonics screening check are met (set in October 2019)
B.	The percentage of children achieving the expected level or above in reading, writing and maths in KS2 increases matches non-pupil premium children.	Targeted groups make good progress
C.	Termly parental engagement feedback shows that parental engagement is high	Teachers to complete parent/carer register following 'contact evenings'. Parent/carer feedback is sought via Google Forms.

Planned expenditure

Academic year	2019-2020
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Speech and language and phonics results show improvements in specific groups	<p>Increase the number of pupils reading regularly at home through use of rewards based on number of books read – including badges for bears</p> <p>Refresher RWInc training provided for staff as needed</p> <p>Resources purchased to ensure all children have access to and can use resources individually or in small groups</p> <p>All TAs to run small RWI groups every day</p>	<p>Research shows the numbers of words children know at 5 has a direct correlation to future success in exams. RMPS Baseline shows that children entering our school have below average speech and language and reading.</p> <p>Small group work to improve the quality of first up teaching.</p>	<p>Learning walks and regular monitoring by SLT and phonics lead</p> <p>Lesson observations carried out each term.</p>	SLT/Phonics lead	<p>January 2020 and the end of year to Governors</p> <p>SLT Review termly</p>

<p>The percentage of children achieving the expected level or above in reading, writing and maths in KS2 increases matches non-pupil premium children.</p>	<p>Resources and training are in place to ensure staff are confident using the new maths scheme</p>	<p>Children using their own resources and manipulatives have been shown to be more engaged and actively learning</p>	<p>Lesson observations and monitor planning.</p>	<p>SLT/Maths Lead</p>	<p>January 2020 and the end of year to Governors</p> <p>SLT Review termly</p>
<p>Pupils Well Being improve and as a result so do outcomes at the end of each year.</p>	<p>Funded and partially funded places at Breakfast Club</p> <p>Attendance including EWO support punctuality weekly/ termly awards</p>	<p>Children arrive at school on time well fed and ready for learning.</p> <p>Sustained improvements in pupil premium attendance to above 95% and reduced incidence of persistent lateness. Reduced number Pupil Premium persistent absentees.</p>	<p>Regular contact with the 'After School/Breakfast Club provider'.</p> <p>Weekly check of pupil's attendance. Attendance Flyer published weekly.</p>	<p>FLO/SLT</p> <p>AM/DHT</p>	<p>January 2020 and the end of year to Governors</p> <p>SLT Review termly</p> <p>January 2020</p>

	Investment in family support including Family Worker to support/ work alongside vulnerable children and their parents/carers. Bought in EWO service. Counselling for identified children and flexibility to allow those who might need in the year.	Targeted pupils and their parents/carers to improve behaviour for learning. Attendance and lateness issues addressed. Improved whole school attendance and an understanding of the importance of good attendance and punctuality. Emotional wellbeing of Pupil Premium pupils protected so that they are able to access the curriculum.	Weekly meetings with FLO. Meetings once every half term. FPN to be served where necessary. Monitor the emotional wellbeing of the students.	FLO/DHT FLO/AM/DHT FLO/DHT	
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Total budgeted cost					£30 675
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ii. Targeted support

Action	Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1:1 Tutor to work with vulnerable children	Improve the over outcomes of the target group in Maths, Writing and Reading	Working with an outstanding teaching in a 1: or 1:2 environments will increase the academic outcomes of the targeted individuals.	Lesson observations, student feedback, half termly assessments.	HT/Y6 teachers	January 2020 and the end of year to Governors SLT Review termly
EAL children to be identified.	Targeted children with EAL needs can be given small group support to improve attainment. Improve the target groups ability to understand how	Smaller intervention groups with other children with EAL concerns can accelerate progress. Giving children techniques and 'tricks' to complete a SATS paper has	End of lesson assessments, observations and student feedback.	HT/DHT SLT/Y6	

Easter School Booster lessons	to adequately answer a SATS paper.	increased their chances of being successful.	Lesson observations, student feedback, half termly assessments.		
Total budgeted cost					£51 380

iii. Other approaches

Action	Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Enrichment: A range of specialist music lessons including: singing, recorders, African drumming, drumming club.</p> <p>Partially subsidised places Year 6 school journey.</p> <p>Drama Productions/work shops</p>	<p>In order to engage pupil premium children we will ensure access to school activities and enrichment activities is secured for them.</p> <p>To increase the 'cultural capital' amongst the target group.</p> <p>Access to school activities and enrichment activities is secured for pupil premium pupils resulting in an improvement to their results .</p> <p>To increase the 'cultural capital' amongst the target group.</p> <p>There is an increase of 'cultural capital' amongst the target group.</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>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>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>SLT Monitoring and planning. Whole class Assemblies to showcase what the children have learnt. Teacher feedback.</p> <p>Children able to attend Y6 school journey in order to increase their worldly experiences.</p> <p>Student and teacher feedback.</p>	<p>SLT/Class teachers</p> <p>AHT</p> <p>HT</p>	<p>January 2020 and the end of year to Governors</p> <p>SLT Review termly</p>

Reading Recovery Teacher/ Professional Development	<p>A broader range of speaking and listening opportunities are given.</p> <p>The engagement as well as accelerated progress in reading for targeted pupils has been increased.</p>	Improved reading ability from a young age will allow targeted children to access more of the curriculum	Student and teacher feedback and termly assessments		
Total budgeted cost					£119 905