

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Dixons Music Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	Annually
Statement authorised by	E Steele/ N Morrissey
Pupil premium lead	Laura Payton
Governor / Trustee lead	Anthony Devine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,800
Recovery premium funding allocation this academic year	£9715
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	£114,515

Part A: Pupil premium strategy plan

Statement of intent

The academy draws on research evidence (such as the Sutton Trust – EEF Teaching and Learning Toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels.

- To ensure all disadvantaged students achieve outcomes that are at least in line with all other students
- To ensure all disadvantaged students make substantial progress in reading, writing and maths and the rate of progress is at least the same or higher as that for other students however we strive for this to be higher
- To use funding effectively to ensure disadvantaged students are able to have at least the same (if not higher) outcomes, feel as safe in school and have the same enrichment experiences as other students to improve their cultural capital
- To build positive relationships with the families of disadvantaged students so they are able to receive access to the same support at home as other pupils

Our Pupil Premium spend is divided into the following four priority areas:

1) Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all day-to-day teaching meets the needs of each student, rather than relying on interventions to compensate for teaching that is less than good.

Therefore, we use additional funding to employ teachers with a good track record of working with disadvantaged students. We develop teacher talent by investing in disciplined, deliberate and intelligent practice and coaching. We believe the best way to ensure students make progress is to provide effective feedback. On top of establishing a common approach and minimum requirements, staff work hard to harness the power of feedback. For example, each day has feedback time built into it where the class teacher works with children either one-to-one or in small groups, with the aim that no child goes home with a misconception. Every cycle, parents receive a personalised scorecard and each year a highly personalised written report, two face-to-face meetings and telephone calls home. Moreover, our whole culture is built on feedback. During morning meetings, family dining and assembly we reflect on our attitudes to learning and think about how we can improve.

2) Highly tailored interventions and more time

For all students eligible, we identify where basic skills gaps exist as soon as they arrive in Year R and deploy our best teachers to help close these gaps. For example, our INCo/Vice Principal leads a rigorous programme of intervention with our Mountain Rescue team. These include teaching our most vulnerable students key mathematics and literacy skills, running nurture based programmes to support our most vulnerable students with their health and mental wellbeing, along with interventions for specific needs e.g. to develop fine-motor and gross-motor needs. Gaps and needs are constantly monitored and impact evaluated by our Interventions Lead, who supports the INCo/ Vice Principal in overseeing this programme of intervention. Our most vulnerable students can also access therapeutic sessions led by our in-house Family Support Worker, Speech and Language Therapist and Music Therapist. At Music Primary, we have an extended academy day. Our students have more time in the classroom to acquire knowledge, skills and understanding. At Music Primary, we believe there are no shortcuts to success and our students would not make the progress they do without more time in school. Much of this incurs additional cost.

3) Minimising barriers to achievement

We have thought carefully about what barriers to learning our students' experience, and how to remove or, at least, minimise them. For example, we have employed a Family Support Worker, part funded by the NHS, to provide well-targeted support to families in accessing NHS services. We also work closely with the West Bowling Community Centre and employ a member of staff to advise families on debt, benefits, housing, immigration and how to access food and clothes vouchers. Our Early Years Lead and Vice Principal/INCo visit every child at home or in nursery before they begin school, to establish our partnership with families, improve links and to assist in early identification of barriers to learning. To ensure students access their learning, we also employ a behaviour and attendance officer who works with families to make sure students attend regularly and on time. We insist on good learning habits with the highest of expectations. During lessons, students are expected to track the speaker and remain focussed at all times.

4) Keeping aspirations on track and broadening experiences

Our priority is to raise aspirations, encourage young people to have a growth mind-set, and to progress onto higher education. The message at Music Primary is that ALL students are going to university (or a real alternative). Teachers talk to students about 'climbing the mountain to university' by working hard and taking steps towards the goal each day. We continuously expose students to university. Like many independent schools, we devote a significant amount of time to the development of holistic all-round development, especially in the sports and art and design. As a result, part of our budget is dedicated to a bought-in curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps on entry from a wide variety of nursery provisions and limited amount of varied cultural experiences within the community
2	Barriers to learning unidentified prior to enrolment in Reception e.g. SEND and behavioural needs
3	Increasing levels of developmental delay and identified speech problems in Early Years
4	Increasing levels of more complex special educational/ medical needs in Early Years
5	Maths: Diagnostic tests in June 2023 identified that gaps still exist from lockdown – this is a national picture
6	A lack of complex reading comprehension reading skills linked to cultural capital and lack of wider experiences.
7	Increasing number of students needing mental health support
8	Attendance and persistent absence which affects disadvantaged students more than others when coupled with other issues
9	Students come from the most deprived wards in Bradford, which in turn is one of the UK's most significant areas of socio-economic challenge e.g. families needing financial, mental health/ healthy lifestyle and parenting support

10	Increasing levels of vulnerability amongst families can mean it is more complex to build trust and strong relationships
11	Our intake is known to have considerably lower levels of good fitness and health

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
Students are happy to come to school and feel safe when in the academy	Student and parent surveys show that they feel happy and safe
Parents are able to support students at home (with behaviour, health, wellbeing and academic needs)	Parents engage in coffee mornings with visiting professionals e.g. sleep practitioners/ school nursing/ behaviour teams; in YR Stay and Play/KS1 Stay and Learn/KS2 Stay and Study sessions; with the West Bowling Community Centre link for e.g. financial advice and support; with in-house professionals e.g. family support worker, music therapist and speech and language therapist; attend parents' evenings and academy events
Students with SEND will achieve well through early interventions	More SEND identified students will achieve at age-related levels on NTS assessments
Attendance for all students YR to Y6 remains in line with national levels and for year groups across the academy	The average % attendance for disadvantaged students is, at least, 97% and there is no difference between groups
Behaviour is managed consistently for all students	Academy average for KS2 corrections and KS1 red letters remains at less than 1 correction recorded per student per cycle; any student who meets trigger points of 3 corrections/red letters per week or 7 corrections per half term have behaviour plans in place so that behaviour is managed well
Attainment gaps have been identified, addressed	In YR the % of disadvantaged students making more than expected progress towards GLD matches or is improving towards that of other students in the school
	In YR the % of disadvantaged students on track to achieve a good level of development matches or is higher than that of all students nationally (2021/ 2022 all= 65.2% dis = 52%)
	From each different starting point (emerging, expected, exceeding), disadvantaged students' progress in reading, writing and mathematics is substantial (i.e. one or more bands per cycle) and the rate of progress is the same or higher as that of other students in YR-Y6
Students will attain at least in line with national averages	In Y1 the % of disadvantaged students meeting the expected standard in the Y1 phonics screening check matches that of other students nationally and in the school (2022 national for other = 79%)
	In Y4 the % of disadvantaged students meeting the expected standard in the year four multiplication check matches that of other students nationally and in the school
	By the end of Y6 the % of disadvantaged students on track to exceed the expected standard in reading, writing, mathematics and GPaS (inc. combined) matches or is

improving towards that of other students nationally and in the school (2023 national for all in reading = 73%, writing= 71%, maths = 73%, combined = 59%)

By the end of Y6 the % of disadvantaged students on track to exceed the expected standard (achieve a high score) in reading, writing, mathematics and GPaS matches or is improving towards that of other students nationally (2023 all = 8%)

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: £48,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality retention, recruitment and careful deployment of experienced teaching staff (with a track record of raising attainment) to ensure quality first teaching	<p>EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework, Phonics, Preparing for Literacy, Reading Comprehension strategies, Oral Language Interventions Feedback, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction, Outdoor Adventure Learning, Arts Participation</p> <p>EEF Guidance reports: Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Metacognition and self-regulated learning, Improving Mathematics in the EY & KS1, Improving mathematics in key stages1/2 & 3, Teacher feedback to improve pupil learning, Interventions, Making best use of Teaching Assistants, Putting Evidence to Work, Using Digital Technology to Improve Learning, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children’s Learning</p>	1,2,3,4,5,6,8
Focus on RWI to whole school staff – coach available for every daily RWI session (Fresh Start KS2 if students need phonics)	<p>EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework Phonics, Preparing for Literacy, Reading Comprehension strategies, Oral Language Interventions Feedback, Metacognition and self-regulation, Individualised Instruction</p> <p>EEF Guidance reports: Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Teacher feedback to improve pupil learning, Interventions, Making best use of Teaching Assistants, Putting Evidence to Work</p>	1,2,3,6
Use of additional SEND staffing resource to support first line quality teaching in class	<p>EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework, Phonics, Preparing for Literacy, Reading Comprehension strategies, Oral Language Interventions Feedback, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction, Outdoor Adventure Learning, Arts Participation</p> <p>EEF Guidance reports: Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Metacognition and self-</p>	1,2,3,4,5,6,7,8

	regulated learning, Improving Mathematics in the EY & KS1, Improving mathematics in key stages1/2 & 3, Teacher feedback to improve pupil learning, Interventions, Making best use of Teaching Assistants, Putting Evidence to Work, Using Digital Technology to Improve Learning, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children's Learning	
Use of additional EYFS/KS1 learning support assistants staffing resource to support first line quality teaching	EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework, Phonics, Preparing for Literacy, Reading Comprehension strategies, Oral Language Interventions Feedback, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction, Outdoor Adventure Learning, Arts Participation EEF Guidance reports: Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Metacognition and self-regulated learning, Improving Mathematics in the EY & KS1, Improving mathematics in key stages1/2 & 3, Teacher feedback to improve pupil learning, Interventions, Making best use of Teaching Assistants, Putting Evidence to Work, Using Digital Technology to Improve Learning, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children's Learning	1,2,3,4,5,6,8
Use of additional Graduate Co-teacher staffing resource to support first line quality teachers appointed to through double-staffing and breakout groups	EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework, Phonics, Preparing for Literacy, Reading Comprehension strategies, Oral Language Interventions Feedback, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction, Outdoor Adventure Learning, Arts Participation EEF Guidance reports: Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Metacognition and self-regulated learning, Improving Mathematics in the EY & KS1, Improving mathematics in key stages1/2 & 3, Teacher feedback to improve pupil learning, Interventions, Making best use of Teaching Assistants, Putting Evidence to Work, Using Digital Technology to Improve Learning, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children's Learning	1,2,3,4,5,6,8
Specialist teaching staff employed for specialist subjects (Art, DT, Spanish, PE) to release teachers for feedback time	EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework EEF Guidance reports: Teacher feedback to improve pupil learning, Interventions, Making best use of Teaching Assistants, Putting Evidence to Work	1,2,3,4,5,6,7,8,10,11
Develop teacher talent by investing in disciplined, deliberate and intelligent practice and coaching alongside CPD sessions tailored to individual staff need	EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework, Phonics, Preparing for Literacy, Reading Comprehension strategies, Oral Language Interventions Feedback, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction, Outdoor Adventure Learning, Arts Participation	1,2,3,4,5,6,7,8

	EEF Guidance reports: Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Metacognition and self-regulated learning, Improving Mathematics in the EY & KS1, Improving mathematics in key stages1/2 & 3, Teacher feedback to improve pupil learning, Interventions, Making best use of Teaching Assistants, Putting Evidence to Work, Using Digital Technology to Improve Learning, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children’s Learning	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions delivered by DMP staff to improve literacy skills:</p> <ul style="list-style-type: none"> • Mountain Rescue (MR) KS2 Fresh Start • MR Toe by Toe • MR Reading Fluency • MR Fine Motor and Handwriting • MR KS2 IPEELL Writing Interventions • MR NELI Interventions • MR Precision Teaching Interventions • Class teacher reactive English interventions • Class teacher intervention and prevention planning 	<p>EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework, Phonics, Preparing for Literacy, Reading Comprehension strategies, Oral Language Interventions Feedback, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction</p> <p>EEF Guidance reports: Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Metacognition and self-regulated learning, Teacher feedback to improve pupil learning, Interventions, Making best use of Teaching Assistants, Putting Evidence to Work</p>	1,2,3,4,6,8
<p>Interventions delivered by DMP staff to improve maths skills:</p> <ul style="list-style-type: none"> • Y6 Maths Booster interventions (in house) • School led tutor training for additional intervention 	<p>EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework, Interventions Feedback, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction</p> <p>EEF Guidance reports: Improving Mathematics in the EY & KS1, Improving mathematics in key stages1/2 & 3, Metacognition and self-regulated learning, Teacher feedback to improve pupil learning, Interventions, Making best use of Teaching Assistants, Putting Evidence to Work</p>	1,2,3,4,5,6,8

<p>through the NTP (Y6)</p> <ul style="list-style-type: none"> • Catch- Up numeracy programme interventions • Class teacher reactive maths interventions • Class teacher intervention and prevention planning 		
<p>Interventions delivered by DMP staff to support SEND students:</p> <ul style="list-style-type: none"> • MR Clickr Software Intervention • MR EHCP/INIP Interventions • MR Group Gross-Motor and Coordination sessions • Class teacher bespoke interventions • Class teacher intervention and prevention planning 	<p>EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework, Phonics, Preparing for Literacy, Reading Comprehension strategies, Oral Language Interventions Feedback, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction, Outdoor Adventure Learning, Arts Participation</p> <p>EEF Guidance reports: Preparing for Literacy, Metacognition and self-regulated learning, Teacher feedback to improve pupil learning, Interventions, Making best use of Teaching Assistants, Putting Evidence to Work, Using Digital Technology to Improve Learning, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children's Learning</p>	<p>2,3,4,7,8,9,10</p>

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies delivered by DMP staff to support students wellbeing and mental health:</p> <ul style="list-style-type: none"> • Wellbeing check-ins • MR Group Music sessions (therapeutic) • Hamish and Milo Intervention (and Navigator subscription) Programme e.g. Calm me/Talk About 	<p>EEF Toolkit: Small group tuition, One to One tuition, Oral Language Interventions, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction, Outdoor Adventure Learning, Arts Participation</p> <p>EEF Guidance reports: Metacognition and self-regulated learning, Making best use of Teaching Assistants, Putting Evidence to Work, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children's Learning</p>	<p>2,3,4,7,8,9,10</p>

<p>Beanstalk Reading Charity</p>	<p>EEF Toolkit: Small group tuition, One to One tuition, Oral Language Interventions, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction, Outdoor Adventure Learning, Arts Participation</p> <p>EEF Guidance reports: Metacognition and self-regulated learning, Making best use of Teaching Assistants, Putting Evidence to Work, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children’s Learning</p>	<p>2,3,4,6,7,8,9,10</p>
<p>Specialist Wellbeing Practitioner intervention:</p> <ul style="list-style-type: none"> • Developing Social Skills 	<p>EEF Toolkit: Small group tuition, One to One tuition, Oral Language Interventions, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction, Outdoor Adventure Learning, Arts Participation</p> <p>EEF Guidance reports: Metacognition and self-regulated learning, Making best use of Teaching Assistants, Putting Evidence to Work, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children’s Learning.</p>	<p>2,3,4,7,8,9,10</p>
<p>Specialist Family Support Worker intervention:</p> <ul style="list-style-type: none"> • Fine motor • Memory and Neurological Development 	<p>EEF Toolkit: Small group tuition, One to One tuition, Oral Language Interventions, Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation, Individualised Instruction, Outdoor Adventure Learning, Arts Participation</p> <p>EEF Guidance reports: Metacognition and self-regulated learning, Making best use of Teaching Assistants, Putting Evidence to Work, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children’s Learning</p>	<p>2,3,4,7,8,9,10</p>
<p>Specialist Family Support Worker intervention: Parent Drop-ins</p>	<p>EEF Guidance reports: Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children’s Learning.</p>	<p>2,3,4,7,8,9,10</p>
<p>My Happy Mind (Personal Development programme)</p>	<p>EEF Toolkit: Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation</p>	<p>2,3,4,7,8,9,10</p>

	EEF Guidance reports: Metacognition and self-regulated learning, Improving Social and Emotional Learning in Primary Schools	
Talking Daffodils Speech and Language Therapist (1x day per week)	EEF Toolkit: Small group tuition, One to One tuition, Individualised Instruction, Oral Language Interventions EEF Guidance reports: Interventions, Making best use of Teaching Assistants	2,3,4,7,8,9,10
Music Therapist (1/2x day per week)	EEF Toolkit: Small group tuition, One to One tuition, Behaviour Interventions, Individualised Instruction, Social and Emotional Learning, Arts Participation EEF Guidance reports: Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children's Learning	2,3,4,7,8,9,10
Attendance team expanded to include additional attendance officer and Primary Attendance SLT link	EEF Toolkit: Social and Emotional Learning, Collaborative Learning Approaches, Putting Evidence to Work EEF Guidance reports: Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children's Learning	8,9,10

Total budgeted cost: £ [48,515 + 29,000 + 37,000 = 114,515]

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 2022 to 2023 academic year.

Attainment data from Cycle 3 shows the attainment gap between disadvantaged and non-disadvantaged students decreases as students move through the academy.

Weekly checks showed that disadvantaged students attend school in line with non-disadvantaged students.

More disadvantaged students attended breakfast clubs, parental support workshops and Mountain Rescue intervention programmes than non-disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths Tutoring	White Rose Education
Read, Write Inc.	Ruth Miskin
Fresh Start	Ruth Miskin
Beanstalk Reading Leaders	Coram Beanstalk Charity
Hamish and Milo	https://hamishandmilo.org/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

2023/24 is the beginning of a refreshed 3-year plan using the Recovery Premium Funding Allocation, alongside the Pupil Premium funding, to address gaps in learning due to lockdown periods and in preparation for anticipated increasing need due the changes made to the Dixons Music Primary admissions policy planned for Sept 2024.