

Pupil premium strategy statement Dixons Music Primary

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	Annually
Statement authorised by	Laura Payton
Pupil premium lead	Sarah Littlewood
Governor / Trustee lead	Dixons Finance Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,365

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. 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, all class timetables have time built in 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 personalised written report, two face-to-face meetings and regular communication. 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 and deploy our best teachers to help close these gaps. Staff deployment is based on existing relationships and staff expertise.

Our SENCo/Vice Principal leads a rigorous programme of adaptation and intervention. These include teaching our most vulnerable students key mathematics and literacy skills, commissioning external 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. Our most vulnerable students can also access therapeutic sessions led by our in-house Speech and Language Therapist and Music Therapist. Our students' time in the classroom is highly tailored and draws on methods of adaptive teaching to acquire knowledge, skills and understanding.

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 music therapist to support our most vulnerable families through a programme of therapeutic support. 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 Practitioners 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 commission an external 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 pupils.

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
5	A lack of complex reading comprehension skills linked to cultural capital and lack of wider experiences.
6	Increasing number of students needing mental health support
7	Attendance and persistent absence which affects disadvantaged students more than others when coupled with other issues
8	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
9	Increasing levels of vulnerability amongst families can mean it is more complex to build trust and strong relationships
10	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 sessions with visiting professionals e.g. sleep practitioners/ school nursing/ behaviour teams/BCL Attendance links; in YR Stay and Play/KS1 and KS2 Stay and Learn; 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	Students with SEND will achieve well through early interventions. GLD for students with SEND is above that of SEND students nationally
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 above national 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
	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 YR the % of disadvantaged students meeting a good level of development matches that of other students nationally and in the school
	In Y1 the % of disadvantaged students meeting the expected standard in the Phonics Screening Check matches that of other students nationally and in the school
	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 meet 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
	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
Students are fitter and obesity is low	PE is taught well to engage students and the student voice shows that 100% of students enjoy their lessons. All students have the opportunity to attend clubs. Students have the opportunity to take part in competitive sports through the Dixons Cup. Parents are supported to adopt healthy lifestyles through Stay and Learn/ Early Help.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 43,000

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	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	1,2,3,4,5,7
Focus on RWI to whole school staff – coach	EEF Toolkit: Mastery Learning, Small group tuition, One to One tuition, Peer Tutoring, Homework Phonics, Preparing for Literacy,	1,2,3,5

available for every daily RWI session (Fresh Start KS2 if students need phonics)	Reading Comprehension strategies, Oral Language Interventions Feedback, Metacognition and self-regulation, Individualised Instruction 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	
Use of additional staffing to support SEND/ Disadvantaged students	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	1,2,3,4,6,7,8
Use of additional Graduate Co-teacher staffing resource to support double-staffing and breakout groups	EF 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	1,2,3,4,6,7,8

	Digital Technology to Improve Learning, Improving Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools	
Specialist teaching staff employed for specialist subjects (Art, DT, Spanish, PE) to release teachers for feedback time	EF 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	6,8,10
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 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 stages 1/2 & 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	1,2,3,4,5,6,7,9,

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

Budgeted cost: £15,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions delivered by DMP staff to improve literacy skills: - Mountain Rescue (MR) KS2 Fresh Start - MR Toe by Toe	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	1,2,3,4,5

• 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	Approaches, Metacognition and self-regulation, Individualised Instruction 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	
Interventions delivered by DMP staff to improve maths skills: • Y6 Maths Booster interventions (in house) • Catch- Up numeracy programme interventions • Class teacher reactive maths interventions • Class teacher intervention and prevention planning	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 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	1,2,3,4,5,
Interventions delivered by DMP staff to support SEND students: • MR EHCP/INIP Interventions • MR Group Gross Motor and Coordination sessions • Class teacher bespoke interventions • MR well-being intervention Class teacher intervention and prevention planning	EF 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, 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	1,2,3,4,5,6,7,8

	Social and Emotional Learning in Primary Schools, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children's Learning	
--	--	--

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies delivered by DMP staff to support students' wellbeing and mental health: • Wellbeing check ins • MR Group Music sessions (therapeutic) • Hamish and Milo Intervention (and Programme e.g. Calm me/Talk About My Happy Mind Scheme)	EF 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 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	6,7,8,9
Beanstalk Reading Charity	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 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	1,3,5,
Specialist Wellbeing Practitioner intervention: Emotional well-being support Self- regulation support Social skills support.	• 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 EEF Guidance reports: Metacognition and self-regulated learning,	2,3,4,6,7,

	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.	
My Happy Mind and Story Project (Personal Development programme)	EEF Toolkit: Behaviour Interventions, Social and Emotional Learning, Collaborative Learning Approaches, Metacognition and self-regulation EEF Guidance reports: Metacognition and self regulated learning, Improving Social and Emotional Learning in Primary Schools	2,3,4,6,7,8,9
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,
Music Therapist (1x 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,
Attendance team expanded to include additional attendance officer, Primary Attendance SLT link the BCL School Attendance Support Team	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	7,8,9,
Deployment of Ed Psych services to identify additional needs for targeted students	EEF toolkit: Collaborative Learning Approaches, Individualised Instruction, One to One tuition, Social and Emotional Learning, EEF Guidance reports: Special Educational Needs in Mainstream Schools, Improving Literacy in KS1, Improving Literacy in KS2	2,3,4,6

Total budgeted cost: £43,000 + £15,365+ £48,000= £106,365

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

End of key stage assessments in Year 6 (2025) show our disadvantaged pupils are able to build on the progress of previous years of high-quality teaching and targeted intervention with disadvantaged students outperforming their peers in reading and writing nationally.

In 2025, year 6 disadvantaged students outperformed our non- disadvantaged students in writing.

Internal assessments show that maths outcomes are an area for improvement, however data from Cycle 3 (2025) shows that gaps are closing. In Year 2 there was no difference between the attainment of disadvantaged and non- disadvantaged in maths.

Continual gaps analysis by teaching staff for all pupils, focusing on our disadvantaged pupils ensured that new and appropriate 1:1 support, and interventions were to maximise progress and attainment for our disadvantaged pupils.

Overall attendance improved in 2024-2025 with the use of our wider strategies to support disadvantaged families such as access to breakfast club and after school activities, as well as the use of consistent attendance lead interventions and family support. Attendance for disadvantaged pupils was 94% (above national figures)

We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. A nurturing environment and strong relationships are at the core of our support for our pupils across school. Our strong communication and embedded systems for identifying pupils who need pastoral support have shown effective and positive impact on their wellbeing and academic achievement. We continue to embed that approach with our plans for this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Education

Read Write Inc.	Ruth Miskin
Read Write Inc. Fresh Start	Ruth Miskin
Beanstalk Reading Leaders	Coram Beanstalk Charity
Hamish and Milo	https://hamishandmilo.org
My Happy Mind	NHS
Story Project	The Story Project CIC
TTRockstars	Maths Circle
Early Language Intervention	Nuffield Early Language Intervention (NELI)

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Further information (optional)