

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	15
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	31/12/21
Date on which it will be reviewed	31/12/22
Statement authorised by	L Robbins-Ross
Pupil premium lead	L Robbins-Ross
Governor / Trustee lead	Anthony Devine

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,078
Recovery premium funding allocation this academic year	£8,774
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,852

# Part A: Pupil premium strategy plan

## Statement of intent

### **How are we spending the PPG?**

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) 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. Our Pupil Premium spend is divided into the following four priority areas:

### **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 learner, rather than relying on interventions to compensate for teaching that is less than good. Therefore, we are using 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.

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 highly personalised written report, a face-to-face meeting or a telephone call 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.

### **Highly tailored interventions and more time**

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year R and deploy our best teachers to help close these gaps. Gaps and needs are constantly monitored and impact evaluated. For example, we use our SLT (including our INCo) to teach our most vulnerable students for mathematics and literacy. We have also established a nurture based interventions which is overseen by our Vice Principal. At Music Primary, we have an extended academy day. Our pupils have more time in the classroom to acquire knowledge, skills and understanding. At DMP, we believe that 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.

### **Minimising barriers to achievement**

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed a Home-Academy liaison officer to provide well-targeted support to improve links with families and to assist in early identification of barriers to learning. To ensure pupils are

accessing their learning, we also employ a behaviour and attendance officer who works with families on making sure pupils attend regularly and on time. We visit all pupils at home before they begin school to establish our partnership with families.

We insist on good learning habits with the highest of expectations and no excuses. During lessons, students are expected to track the speaker, teacher or student, and remain focussed at all times.

### **Keeping aspirations on track and broadening experiences**

Nearly 50% of our 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. 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. 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 the arts particularly as a result of lost time in these more practical subjects during the pandemic. As a result, we spend a significant proportion of our budget ensuring a highly tailored and immersive curriculum.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	In-school attainment gaps in English and mathematics
2	Mental health and anxiety of students has been adversely affected during the pandemic
3	Ensuring disadvantaged students develop and maintain strong learning habits.
4	Attendance and persistent absenteeism of disadvantaged students.
5	Building strong relationships with families can be more complex.
6	There is evidence to suggest disadvantaged students have been disproportionately affected by the pandemic.
7	Physical fitness and teamwork skills have been negatively impacted due to the pandemic

## 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
The progress and attainment of disadvantaged students, at least, matches or is improving towards that for other students within school and nationally	At the end of EYFS / KS1 / KS2, attainment of disadvantaged students, at least, matches or is improving towards that of other students nationally.
Disadvantaged students have at least as much learning time as other students.	The attendance of disadvantaged students, at least, matches that for other students nationally.
Disadvantaged students are supported by our behaviour system.	The average number of corrections for disadvantaged students is no higher than 1 per student, per week
All disadvantaged students access a broad and balanced curriculum, building their cultural capital.	All disadvantaged students participate in all expeditions including residential visits in all year groups.
Students' mental health is not a barrier to achievement	Holistic support for students with identified needs to minimise barriers to achievement
Maths is not a limiting factor in combined attainment at the end of KS2	Maths results exceed national for all students including disadvantaged by the end of KS2
Students are fitter; obesity is reducing and teamwork skills are strong	All students have the opportunity to attend physical lunchtime clubs. Physical wellbeing courses (parent and student) is attended by 100% of identified families.

## 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: £ 68,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI – purchase, training and implementation	<b>EEF toolkit:</b> See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 7 and 30 <b>EEF Guidance reports:</b> Teacher feedback to improve pupil learning, Improving Literacy in KS1, Improving Literacy in KS2, Preparing for Literacy, Special Educational Needs in Mainstream Schools, Making best use of Teaching Assistants.	1
Identify additional feedback opportunities in schemes of work for priority intervention students	<b>EEF toolkit:</b> See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 9 <b>EEF Guidance reports:</b> Teacher feedback to improve pupil learning, Improving Literacy in KS1, Improving Literacy in KS2, Preparing for Literacy, Special Educational Needs in Mainstream Schools, Making best use of Teaching Assistants.	1, 3 and 6
Design and implement a bespoke CPD programme underpinned by development of a practice culture	<b>EEF toolkit:</b> See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	1 and 3
Further embed intervention and prevention strategies aimed at supporting disadvantaged students	<b>EEF toolkit:</b> See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 12, 17 and 30	1, 2, 3 and 6
Embed and respond to retrieval practice through morning meetings and Do Now in every lesson	<b>EEF toolkit:</b> See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 14	1, 2 and 3
Employ additional staffing to work with under achieving disadvantaged students in English and maths	<b>EEF toolkit:</b> See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	1, 3 and 6
Employ additional staffing to provide physical activity for all students across EYFS-KS2	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 32	7

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

Budgeted cost: £ 14,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP online tutoring in groups 1:3 through Engage partners	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 25	1 and 3
Employment of Academic Mentors through the NTP	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17 and 30	1 and 3
Utilise Beanstalk Readers for targeted reading intervention in LKS2	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17 and 30	1, 3 and 6
Use of additional SEND staffing resource to support first line quality teaching in class	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 26 and 34	1, 2, 3 and 6

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

Budgeted cost: £ 17,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide breakfast every morning so all students are ready to learn	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8	3, 4, 5, 6 and 7
Maximise the effectiveness of DEAR through advisory system so students read widely / often	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 25, 31	1 and 3
Firmly embed Dream Team feedback to develop student confidence	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2 and 5
Strategically deploy a Behaviour and Attendance Officer to target key disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach	4
Targeted use of GCTs to develop students' personal skills	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	2 and 3
Provide a homework club for disadvantaged students to support learning outside the classroom	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8, 11	1, 2, 3 and 5
Provide a range of opportunities to visit universities and real alternatives to raise aspirations	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2
Subsidise expeditions for disadvantaged students in order to reinforce our core values and drivers	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31	3, 4, 5 and 7

**Total budgeted cost: £ 100,852**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### **Quality first teaching and harnessing the power of feedback**

Students are provided with excellent wave one teaching and high quality feedback.

KS2, KS1 and EYFS outcomes on track to be above national figures from low starting points

Overall, disadvantaged students make the same, or better progress than their peers in most year groups

100% of teachers are performing, at least, in line with professional stage

Rigorous implementation of intervention plans

Double staffing has a strong impact in English and maths

#### **Highly tailored interventions and more time**

Disadvantaged students on track to meet the phonics screening check in Year 1 was above national (83% other students nationally)

In Year 6, 86% of disadvantaged students were on track to achieve EXS in KS2 SATs RWM combined

Disadvantaged students in Year 6 were on track to outperform other students in Writing and GPAS

Longer academy day enables our broad and balanced curriculum to be taught effectively as well as quality interventions and additional English and maths lessons

Teachers have more time to feedback to students within the academy day, so students do not go home with misconceptions

#### **Minimising barriers to achievement**

Impact of employing a SaLT leading to students with SLCN as primary need (some students have more than one need) have made good progress:

- in maths, 83% made expected progress, with 38% making more than this
- in reading, 85% made expected progress, with 27% making more than this
- in GPAS, 100% made expected progress, with 52% making more than this

- in writing, 80% made expected progress, with 35% making more than this

### **Keeping aspirations on track and broadening experiences**

Students visit several universities at each key stage

Parliament Week and Careers Week were highly successful in raising aspirations of students

Extracurricular opportunities for all students e.g. lego club, holiday clubs, DMP Young Voices

## **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*

<b>Programme</b>	<b>Provider</b>
Tutoring	Engage Education (NTP)

## **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
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)

### Appendix 1 2-5 Year Master Plan

1. Prioritise student wellbeing through recovery offer whilst ensuring strong outcomes during Covid pandemic
2. Expand / reconfigure the academy building to accommodate a 45 place nursery, an inclusion hub and community hub to support the wider intake of students and local families
3. Develop a bespoke antenatal/birth to three programme of support for families to ensure no child is behind on entry to Music Primary
4. Engineer a creative arts curriculum which is internationally recognised, making Music Primary the 'go to' choice for curriculum development in the creative arts
5. Create the Dixons Primary turnaround model which will be the 'go to' 2FE primary model for the Trust; replicate this in the North West through sharing / re-allocation of SLT; expand this with the secondaries to create an all-through model for the NW expansion

#### Big moves for 2021/22

##### Full alignment to the backbone: re-shaping of the academy week to allow for weekly coaching model

- Review current coaching model
- Evaluate options to increase frequency
- Re-train and re-launch coaching model to begin in Jan 2022

##### Birth to reception programme: moral imperative, linked to master plan and Trust mission

- Research other models e.g. Children's Centres; Reach Academy
- Engage with stakeholders to harness feedback
- Arrange meetings with agencies including NHS and Social Care

##### Re-allocation of resources and investment: creative arts offer

- Work with Music HoD on a business model for music provision
- Appointment of artist-in-residence
- Further development of bespoke art curriculum

##### Capital expenditure: building expansion to house inclusion hub, community hub, nursery and art studio

- Explore options through discussion with Senior Campus Manager

### Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.

7	Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£ £ £ £ £	★★★★★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11	Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on limited evidence.
12	Individualised instruction	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on limited evidence.
14	Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★★★★★	0 Month	Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 7 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on moderate evidence.
20	Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★★★★★	+ 1 Months	Low impact for low cost, based on limited evidence.
23	Phonics	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★★★★★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on moderate evidence.
28	School uniform	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★★★★★	- 1 Months	Negative impact for very low cost, based on limited evidence.
30	Small group tuition	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.

31	Social and emotional learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★★★★★	+3 Months	Moderate impact for low cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>