

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 McMillan Academy
Number of pupils in school	672
Proportion (%) of pupil premium eligible pupils	35.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 YEARS
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	K Lang
Pupil premium lead	Paul Murray
Governor / Trustee lead	A Devine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,663
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£255,663

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, can achieve our academy mission which is to ensure our whole community is highly employable and fully ready to lead happy and successful lives... The focus of this strategy is to support disadvantaged pupils to achieve our mission, including progress for those who are already high achievers.

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

- Quality first teaching and harnessing the power of feedback
- Highly tailored interventions
- Minimising barriers to achievement
- Keeping aspirations on track and broadening experiences

Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively as a staff twice every week during morning meetings and engineer more tailored practice during one-to-one coaching sessions. The best way to ensure students make progress is to harness the power of feedback. Each day has feedback time built into it where the class teacher works with students either one-to-one or in small groups with the aim that no student goes home with a misconception. At least every half term parents receive a highly personalised report, a face-to-face meeting or a telephone call home. Students regularly receive written feedback through effective formative feedback, whole class feedback and follow up with DIRT. At the start of every Collective Learning session and at every line-up we reflect back on how the day has gone and the key highlights in learning.

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 7 and deploy our best teachers to help close these gaps. Double staffing is strategically deployed to support those that need it most. This could include working in small groups or on a 1:1 basis. In addition to our thirty 55-minute lessons, we run four 25 minute Collective Learning sessions, five 30 minute reading sessions, daily co-curricular in sport and the arts (and more) and one 50 minute Cultural Studies session over the course of the week. As well as this, those identified with literacy needs, attend targeted literacy sessions which include sessions on targeted literacy lessons using Lexia. Any disadvantaged student who is not on track is targeted through highly tailored prevention and intervention plans. Year 11 Students receive additional session in the Morning (in place of Morning Meeting) which is branded as 'Morning Mastery' covering key Subjects over 5 mornings. In addition, DEAR sessions for Year 11 are used for intervention which focuses on closing Gaps (established from QLA analysis). These sessions are tiered to include smaller groups for the most able and for those who may have difficulties in further collective sessions.

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 Mountain Rescue Mentors to provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform (and for KS4, business dress) is very practical and offers students elements of choice, but students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher, or student, and remain focussed at all times. We recognise reading is a significant barrier for students on entry and we prioritise reading through 30 minutes of reading time each day during DEAR (Drop Everything And Read) sessions and the whole staff use Reading Reconsidered strategies. Students also access a number of reading interventions, such as Lexia.

All Year 11 Students are provided with revision stationery which they use at home and for additional revision where appropriate. Further support is available to those Students who need further materials, in order to ensure that access to such equipment is not holding any student back.

Raising aspirations and broadening experiences

Bradford is one of the UK's most significant areas of socio-economic challenge therefore, our priority is to embed our values and drivers including a sense of autonomy and the ability to recognise their sense of purpose in the wider community. The message at DMA is that all students feel welcome and everyone succeeds whether that be in higher education, university, or an ambitious route into employment. We continuously expose students to further/higher education providers as well as the opportunity to meet with a careers advisor who attends the academy weekly. Our After School co-curricular programme at KS3 and KS4 is designed to encourage participation in subjects beyond the national curriculum. Employability takes priority of three days per year across all year groups incorporating a range of experiences with Higher/Further Education providers and employees, including interview experience and work experience.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that disadvantaged boys need additional support to close the gap in learning in Year 11.
2	Assessments confirm that progress and attainment in Year 8 for our disadvantaged students is below that of non-disadvantaged students.
3	Assessments indicate progress and attainment gaps between SEN disadvantaged and non-SEN disadvantaged students.
4	Ensuring disadvantaged students develop and maintain strong learning habits and have the resilience and support necessary to be successful especially in their assessments and GCSE exams.
6	Inconsistencies in achievement of disadvantaged students in different subjects
7	Our records confirm that the attendance of disadvantaged children is lower than that of other pupils.

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 low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school.	At KS3 up to the end of Y10, the Progress Score gap in English and maths for low prior attaining disadvantaged students is positive. At the end of Y10 and throughout Y11, the Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally

The progress and attainment of middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school.	At KS3 up to the end of Y10, the Progress Score gap in English and maths for low prior attaining disadvantaged students is positive. At the end of Y10 and throughout Y11, the Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally
The progress and attainment of high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school.	At KS3 up to the end of Y10, the Progress Score gap in English and maths for low prior attaining disadvantaged students is positive. At the end of Y10 and throughout Y11, the Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally
Disadvantaged students have at least as much learning time as other students	The attendance of disadvantaged students , at least matches that of other students nationally.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from students demonstrated by: • qualitative data from student and family feedback, staff observations, • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/25 demonstrated by: • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. The percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design and implement a bespoke CPD programme underpinned by development of a practice culture	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	1, 2, 3, 4, 6
Embed and respond to retrieval practice through Do Now, Review Now	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 14	1, 2, 3, 4, 6
Targeted after school intervention sessions with specialist staff in order to close attainment gaps.	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	1, 2, 3, 4, 6
Additional staffing employed and deployed to work with under achieving disadvantaged students in mathematics	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	1, 2, 3, 6
Coaching programme rolled out to support and promote quality first teaching.	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	1, 2, 3, 4, 6
Consistent approach to supporting disadvantaged students within teaching and learning through effective systematic marking and feedback	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – 9 and 12	1, 2, 3, 4, 6
Further embed Academic intervention and prevention strategies aimed at supporting disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 12, 17 and 30	1, 2, 3, 4, 6
Double staffing in key groups, and smaller groups in place for Students most in need of support.	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	1, 2, 3, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a tutoring system to enable students to access additional support in subjects they are underachieving	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17	1, 2, 4, 6
Maximise the effectiveness of Lexia reading scheme for students reading below chronology in Y7	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 25	1, 2, 4, 6
After School intervention targeted at key students, with a focus on key gaps.	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 24, 30 and 14	2, 6
Retain and develop staff in mountain support and mountain challenge to support our most vulnerable disadvantaged students and provide timely interventions to improve progress and confidence in a range of subjects	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 3, 329, 0 and 34	1, 2, 3, 4,5, 6
Subsidised revision resources such as text books and other supporting materials	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 24	1, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents' Evening Engagement Sessions Reintroduce opportunities for parents to develop their understanding of how and what their children will be learning so that they can support effectively at home.	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 20	3, 5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. New guidance add in Ensure that systems and procedures are applied consistently, and that parents fully understand the importance of attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 6
Provide targeted support for our disadvantaged students to improve social behaviour and awareness through the SSPO	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	1, 3, 5, 6
Appoint and train staff to support children with self-regulation and emotional wellbeing. Mental health first aiders	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3, 31	3, 5, 6
Co-curricular opportunities and electives for all offering a subsidiary of curriculum enhancement opportunities both within and outside of the school day.	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2, 8, 24, and 32	3, 5, 6
Youth worker to work with key students to promote aspirations and wellbeing support.	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 31 and 16	3, 5, 6

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	1, 2, 3, 4, 5, 6
Purchase of additional time with Youth in Mind counsellor to provide additional wellbeing support.	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 31 and 16	3, 5, 6
Curriculum Intents makes links to how leaders build cultural capital into their curriculum and how this is disseminated into lessons through their teams	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2 and 31	6
Termly Employability Days enhance students' knowledge of potential future careers	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	1, 2, 3, 4, 6
Disadvantaged students to participate in Stretch and deliver their presentation to peers and families	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 18, 20, 25 and 14	4, 6
Make aspirations achievable through guest speakers from Sixth Forms and Colleges	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2 and 15	1, 2, 3, 4, 6
Subsidise reward events designed to motivate students to develop good learning habits	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19 and 31	5, 6
Offer subsidies for general subject expeditions throughout the year	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19 and 31	5, 6
Provide a homework club for underachieving students to support learning outside the classroom	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8, 11	1, 2, 4, 6
Provide a range of revision resources and timetables for students to independently learn outside of the class	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 6	1, 6
Keep aspirations on track through a visit to universities (transport costs)	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	6
Provide a wide range of <i>free</i> co-curricular electives to raise self-esteem and foster good relationships	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2	3, 5, 6
Subsidise expeditions and residential to reinforce our mission – 'climbing the mountain'	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31	2, 3, 5, 6

Offer subsidies for general subject trips throughout the year	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31	1, 2, 3, 4, 5, 6
All disadvantaged students to have the opportunity to participate in, at least, one Shakespeare production	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 31	1, 2, 3, 4, 5, 6
All students have subsidised family dining to promote inclusion and underpin value of courtesy	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 31	1, 2, 3, 4, 5, 6
Minibus run each day which ensures that all Students are able to attend, removing transport barriers.		

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 2024 to 2025 academic year.

All Students in year 9 took part in a Duke of Edinburgh expedition, a number of Students including disadvantaged Students attended a residential Outward bounds trip to the Lake District.. All Students, including disadvantaged Students took part in 3 days of Employability activities, this included Students in Year 10 completing 3 days of Virtual Work Experience.

In GCSE examinations, the gaps in Disadvantaged, SEND and Male Students has decreased with the Disadvantaged gaps decreasing most significantly. Overall gaps for disadvantaged Students has reduced significantly, with indicated progress in English having a gap of only 0.01.

The difference in attendance between Disadvantaged and Non-Disadvantaged Students has reduced.

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
1-2-1 counselling	Youth in Mind
1-2-1	Bradford Youth Worker
Covid Catch Up	Tutor Trust

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)

Appendix 1 Academy Improvement Plan

Appendix 1 Academy Strategic Plan

2-5 year master plan

1. Inspire success

Foster intrinsic motivation and self-determination

2. Deliver an outstanding curriculum

Promoting academia and developing the whole child

3. Be a model for inclusive practice

Top outcomes through true inclusion

4. Be a community hub

A safe place with community at the core

Big Moves for 2025-26

1. Embed the drivers across the academy

Ensure that intrinsic motivation is nurtured consistently in the language of students and staff

2. Review routines and processes to enable consistency

Proactively refine and over-rationalise processes so the purpose is central

3. Use coaching to leverage adaptive teaching

Enable all to develop mastery to achieve success

4. Be data driven to secure outcomes

Align and empower staff to use data to unlock student potential

5. Drive up attendance

Make every day unmissable

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/>