

Pupil premium strategy statement – St Osmund’s CE Middle School

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	709
Proportion (%) of pupil premium eligible pupils	20% (145 students)
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Gareth Biddle
Pupil premium lead	Claire Minhinnick
Governor / Trustee lead	Lesley Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,949
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£15,305
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>	£192,254

Part A: Pupil premium strategy plan

Statement of intent

At St Osmund's our school values of hope, community, respect and love are underpinned by the scripture from Thessalonians 5:11:

'So speak encouraging words to one another. Build up hope so you'll all be together in this. No one left out. No one left behind.'

Our disadvantaged students are at the very centre of these values and ambitions. We must build their sense of belonging within our school by knowing each disadvantaged student as an individual so that we can work to overcome any barriers to learning and close each attainment gap, for each student, dependent on their own individual circumstances.

Literacy sits front and centre in our approach. The EEF state that less developed language and communication skills are a common barrier to learning for our disadvantaged students. When not addressed, this can develop into poor literacy skills which can also impact behaviour and attitudes. Focusing on reading, writing and oracy not only allows all students to access the wider curriculum but will have the greatest impact on further life chances.

Primarily, our students will benefit from high quality teaching in every classroom that they enter. EEF research shows that this will have the most significant impact on all students but especially our disadvantaged. Alongside focused and impactful CPD and significant resourcing in terms of workforce and physical resources, individual teacher development is a priority through strategies outlined below.

In addition to this, where barriers to learning still occur, targeted and proven interventions to improve progress and attainment will be selected and used, dependent on individual need. These have been selected based on research alongside our professional expertise on what works in our setting.

Our wider offer supports the wellbeing and cultural development of our individual students and families, supporting our Christian Theology outlined above: 'No one left out. No one left behind.' This offer endeavours to ensure our disadvantaged are not disadvantaged when they walk through the gates of St Osmund's by offering them a safe space and wide opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry, leading to low end of KS2 outcomes.
2	Low literacy skills-reading and writing
3	Lower confidence in independent learning, metacognition, responding to feedback, leading to poor outcomes.
4	Parental engagement within the school community
5	Difficulties with regulating emotions and interpersonal skills
6	Attendance and punctuality of PP 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
Students are exposed to regular and effective reading of high-quality texts across and beyond school.	<ul style="list-style-type: none"> • Quality Assurance (QA) data shows regular use of reading rulers (April 2025) Achieved-monitor • Clear opportunities for reading across the curriculum are clear in planning (July 2026) • End of KS2 outcomes in line with national or better. PP students make comparable progress to non-PP (July 2026)
Writing moves closer to national ARE by gaining prominence and focus across the school.	<ul style="list-style-type: none"> • High expectations of handwriting evident in books (QA) (April 2025) Achieved-monitor • High expectations of spelling and grammar evident by the identification and correction of errors and mistakes (QA) (April 2026) • End of KS2 outcomes in line with national or better. PP students make comparable progress to non-PP or better (July 2026) • New Nov 2025: Progress Reviews take PP first approach with all PP students having named strategies for progress towards next band (April 2026)
Extra-curricular programme attracts students from disadvantaged backgrounds. Barriers to this are overcome.	<ul style="list-style-type: none"> • % of participation by PP students equal to or greater than non-PP (July 2025) Achieved-monitor
All students have access to experiences that enhance cultural awareness and wider life that they would not necessarily have otherwise.	<ul style="list-style-type: none"> • % of participation on residential by PP students equal to or greater than non-PP (July 2026) Achieved-monitor • % of representation in student leadership roles at least equal to non-PP (December 2025)
Attendance of PP students is as good as non-PP	<ul style="list-style-type: none"> • No attendance gap between PP and non-PP (November 2027) • Parents of PP contacted on day 3 of a continuous absence by tutor (April 2026).

<p>All students have access to high quality teaching in every classroom</p>	<p>All teaching embedded in research about high quality teaching based on cognitive science principles (December 2025)</p> <ul style="list-style-type: none"> • PL programme encourages teachers to actively research, reflect on practice and improve (July 2025) • New Nov 2025: StepLab pilot trains coaches in the development of high quality T and L strategies (July 2026) • Over half of teachers actively participating in coaching or team teaching on a voluntary basis (July 2027).
<p>Everyone knows every PP student that they teach or encounter.</p>	<ul style="list-style-type: none"> • All teachers know the stories of the PP students that they teach (July 2026). • PP lead knows all PP students by name and their stories (April 2026). • SLT know all PP students by name (July 2026). • Student stories collected on Edukey with time given for teachers to read (April 2026). • PP focus during yearly transition discussion (September 2026). • Seating plans show careful thought to the seating of PP students (April 2026)
<p>PP students gain independence and are able to reflect on their learning</p>	<ul style="list-style-type: none"> • Micro-routines established across the school (July 2025) Achieved-monitor • Homework points reduce for PP students (July 2026) • Homework club continues to effectively support those students who need it (April 2026) • DIRT is a routine part of every learning sequence. This is evident in schemes of learning and in classrooms (QA). Teachers are confident in delivering this effectively (July 2026).
<p>Parents and carers of disadvantaged students participate more actively in contributing to the educational outcomes of their children and become more involved in the school community.</p>	<ul style="list-style-type: none"> • All parents have had (positive) interaction with tutor each term (December 2025/April 2026) • Drop ins and other opportunities to visit school occur at least each half term (July 2026) • Community events like Ossie's Fest allow free entry for PP families (June 2026) • All PP students have received hot choc or Headteacher's award each year (July 2026)

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: £98,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD which leads to Quality First Teaching, for example:</p> <ul style="list-style-type: none"> • Disciplinary literacy including writing and reading for learning • Checking for understanding • Retrieval • Feedback • Maximising learning time • Windows, Mirrors, Doors • Relational practice • Weekly top tips 	<p>Supporting continuous and sustained professional development is crucial to developing teacher practice (EEF). Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment (EEF) EEF teacher toolkit Rosenshine's principles. Tim Rasinski-Mega Book of Fluency Christopher Such-The Art and Science of Teaching Primary Reading</p>	<p>1,2,3</p>
<p>Work with teaching staff to deploy TAS effectively in class:</p> <ul style="list-style-type: none"> • CPD, e.g. flexible grouping. • Time to talk and plan with TAs • QA to monitor TA deployment and CPD/mentoring planned accordingly. • SEND PL group • SEND Toolkit signposted and used by teachers across the school. 	<p>Strategic deployment of teaching assistants is important for ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should complement high quality provision from the class teacher. (EEF Making best use of teaching assistants. EEF Moderate impact (EEF 4+)</p>	<p>1,2,3</p>

<p>Teachers to have a clear understanding of the PP/SEND students in their classes.</p>	<p>EEF-Not all PP students need the same response. Pupil premium should be owned by everyone.</p>	<p>1,2,3,5</p>
<p>QA drop-ins to support learning and behaviour in lessons and monitor elements of SDP across the school.</p>	<p>Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach. (EEF) Careful monitoring of the effectiveness of CPD will ensure it is purposeful and planned for longevity. (EEF)</p>	<p>1,2,3,5</p>
<p>Instructional coaching used to improve teaching on a voluntary basis initially.</p> <ul style="list-style-type: none"> • Implement with willing volunteers and build upon this over time. Use case studies to show the benefit and encourage <p>Nov 2025-Steplab trial with 8 teachers.</p>	<p>Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach. (EEF) Responsive coaching-Josh Goodrich StepLab</p>	<p>1,2,3,5</p>
<p>Timetable reorganised to reflect a more primary model at KS2:</p> <ul style="list-style-type: none"> • More teaching time for Maths and English • KS2 English teachers also teaching other subjects that depend on reading/writing. • Reduction in frequency of teachers for students new to the school/system <p>Nov 2025-block fortnightly lessons where possible to aid greater retention and recall.</p>	<p>More teaching time is needed in order to close the gap between PP and non-PP and also to address the low prior attainment on entry to Year 5. (EEF)</p>	<p>1,2,3</p>

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

Budgeted cost: £25,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Homework club to support learners who find it difficult to complete work at home.</p> <p>Nov 2025-offered to students with 5 + homework points in Au 1 and others at discretion of PP lead.</p>	<p>EEF suggest that support and engagement with homework can improve outcomes by up to 5 months. (EEF)</p>	<p>1,2,3</p>
<p>Fresh start phonics to support students who need it, largely at KS2.</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs while not inhibiting their access to the wider curriculum.</p> <p>Intensive support can support pupil learning if provided in addition to and explicitly linked with normal lessons. (EEF)</p>	<p>1,2</p>
<p>Purple Ruler maths intervention to support students in danger of not making expected progress at KS2</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs while not inhibiting their access to the wider curriculum.</p> <p>Intensive support can support pupil learning if provided in addition to and explicitly linked with normal lessons. (EEF)</p>	<p>1,2</p>

<p>Nov 2025-specialist reading intervention, led by a teacher for Y6 students in danger of not meeting targets at the end of KS2.</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs while not inhibiting their access to the wider curriculum.</p>	<p>1,2</p>
<p>Reading Fluency intervention catch up programme for KS3 students-created and delivered in-house.</p>	<p>Intensive support can support pupil learning if provided in addition to and explicitly linked with normal lessons. (EEF)</p>	<p>1,2</p>
<p>Handwriting intervention for KS2 students who have not mastered a cursive style.</p>		<p>1,2</p>
<p>Barrington Stoke reading books for KS3 catch-up. Banded books for KS2.</p>		<p>1,2,3</p>
<p>Reading aloud to an adult Disadvantaged 'Yellow and Blue' readers prioritised for an extra read each week where there is capacity.</p>	<p>Children who read are more likely to overcome disadvantage caused by inequalities. They will experience better educational mobility and social mobility. They are less likely to remain in poverty. They are more likely to overcome the barriers that disadvantage presents throughout school. (BookTrust)</p>	<p>1,2,3</p>

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

Budgeted cost: £68,814

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club-places at Breakfast club funded for all PP students if needed.	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. (EEF)	5,6
Resources: <ul style="list-style-type: none"> • Welcome packs • Uniform • Shoes • Art and DT resources • Stationery as needed. 	Providing resources for these students helps them to access the curriculum but also to feel valued and a sense of belonging.	3,5
Attendance monitoring inc meetings between attendance lead and PP lead.	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. (EEF)	6
Wellbeing interventions: Elsa, nurture group.	Social and emotional skills support effective learning and are linked to positive outcomes later in life.	5,6
Music Therapy	Music therapy is delivered by a highly trained health professional. Central to how music therapy works is the therapeutic relationship that is established and developed through engagement in musical interaction, including free improvisation and musical games	5,6
Play Therapy	Using art and play materials for self expression. Using play means that the child can explore their thoughts and use words to articulate themselves in creative and dynamic ways.	5,6
Other therapies: Relate, Mosaic	Specific therapies for students in need due to bereavement or family crises.	5,6

Residential costs/Curricular trips -Equivalent of one residential per key stage funded and all curricular trips and experiences.	Extra-curricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. (EEF)	4
Music lessons -50% funded for two terms. - Changing Key Dorset trust can then be approached to support further lessons and the purchase of musical instruments.	Extra-curricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. (EEF)	4
Clubs -all externally offered (paid for) clubs are funded for PP students.	Extra-curricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. (EEF)	4,5
Meals and snacks -All students in receipt of FSM have access to a hot nutritional meal each day and snacks at breaktime.	Students are better able to learn if they are not feeling hungry.	5,3
Access to books -students have a book paid for from Dorchester Literary Festival events and any other book events. -Students who struggle to engage with reading can be given a book and have a conversation with our library assistant.	Children who read are more likely to overcome disadvantage caused by inequalities. They will experience better educational mobility and social mobility. They are less likely to remain in poverty. They are more likely to overcome the barriers that disadvantage presents throughout school. (BookTrust)	1,2,3,4
Half-termly parent drop-ins and termly events e.g. cooking a meal for PP families.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book-reading or tailoring positive communications about learning, can prove actionable for schools (EEF).	5,6
EBSA provision-morning sessions for students and termly craft afternoons for families.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book-reading or tailoring positive communications about learning, can prove actionable for schools (EEF).	

Total budgeted cost: £144,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This review will look at the individual challenges outlined in the strategy last December and progress made towards them.

- 1 Low attainment on entry, leading to low end of KS2 outcomes.**
- 2 Low literacy skills-reading and writing**
- 3 Lower confidence in independent learning, metacognition, responding to feedback, leading to poor outcomes.**

Reading entry data is much better for PP students than last year. Spelling has significantly improved for all students but markedly for those in receipt of PP funding. Entry data for writing and maths continue to be a concern, particularly for our PP students.

Year 5 students on entry (2025)	All (2024 in brackets)	PP (2024 in brackets)
Spelling age below 9 (NGST)	29% (56%)	26%(74%)
Reading age below 9 (NGRT)	34%(32%)	33%(50%)
Below Band 3 in Reading Y5 Au2	41%	38%
Below Band 3 in Writing Y5 Au2	47%	65%
Below Band 3 in Maths Y5 Au2	58%	77%

*Trust-wide in-house test that tests the knowledge that students should have on entry according to the National Curriculum.

KS2 outcomes improved across the board compared to last year. In maths and writing, the gap between PP and the wider cohort continues to widen, although less so than last year, especially in writing. In reading, our PP group outperformed the wider cohort, suggesting that the gap has been closed for this particular group. Progress in GPS since entry has been the same for both cohorts. This is a much more positive picture than last year. However, it still remains a priority for our attainment data to meet national averages. We must also be mindful that initial data for our current Y6 PP cohort suggests they are not making the rapid progress of our 2025 group.

KS2 outcomes (EXS) 2025	Entry* (Sept 23)	KS2 (July25)	Improvement	Conclusion
Maths all	58%	72%	1.24	
Maths PP	53%	58%	1.09	Gap widening
Reading all	60%	74%	1.23	
Reading PP	53%	76%	1.43	Gap closed
Writing all	47%	70%	1.49	
Writing PP	47%	67%	1.43	Gap widening slightly
Combined all	33%	58%	1.76	
Combined PP	27%	52%	1.93	Gap closing
GPS all	68%	71%	1.04	
GPS PP	67%	70%	1.04	Gap stayed the same

*Prediction of 100+ scaled score in KS2 tests based on GL tests

Greater Depth Standard outcomes for our PP students have been very positive, with the gap closing in all areas. The widening combined score can be explained by different students achieving the GDS in different areas.

KS2 outcomes (GDS) 2025	Entry (Sept 23)	KS2 (July25)	Improvement	Conclusion
Maths all	16%	26%	1.63	
Maths PP	13%	24%	1.85	Gap closing
Reading all	22%	34%	1.55	
Reading PP	13%	24%	1.85	Gap closing
Writing all	14%	18%	1.29	
Writing PP	3%	6%	2	Gap closing
Combined all	5%	12%	2.4	
Combined PP	3%	6%	2	Gap widening slightly
GPS all	26%	29%	1.12	
GPS PP	22%	30%	1.36	Gap closing

*Prediction of 110+ scaled score in KS2 tests based on GL tests

End-point outcomes however, demonstrated that the gap is closing in most areas. Reading appears to have been an anomaly this year, not following the trajectory of previous years. We trialled a new trust-wide assessment that didn't produce the outcomes we were expecting. We are likely to be assessing with a nationally recognised test in 2026.

We do not have entry data for this cohort due to Covid so cannot compare progress accurately to previous cohorts.

Y8 outcomes (ARE) 2024	End of Y5 Band 3+ (July 22)	End of Y8 Band 3+ (July 25)	Improvement	Conclusion
Maths all	65%	77%	1.18	
Maths PP	47%	65%	1.38	Gap closing
Reading all	68%	77%	1.13	
Reading PP	53%	51%	0.96	Gap widening and some students not progressing.
Writing all	49%	75%	1.53	
Writing PP	26%	51%	1.96	Gap closing

Students at Band 4+ are not converting to the same band on exit; this is particularly evident for our PP students. This may also be explained by the new assessments. We much watch and track data carefully over the next year.

We do not have entry data for this cohort due to Covid so cannot compare progress accurately to previous cohorts.

Y8 outcomes (GDS) 2024	End of Y5 Band 4+ (July 22)	End of Y8 Band 4+ (July 25)	Improvement	Conclusion
Maths all	24%	44%	1.83	
Maths PP	12%	22%	1.83	Gap remains the same
Reading all	44%	31%	0.7	
Reading PP	32%	8%	0.25	Gap widening and some students not progressing.
Writing all	22%	22%	0	
Writing PP	9%	5%%	0.56	Gap widening and some students not progressing.

3) Lower confidence in independent learning, metacognition, responding to feedback, leading to poor outcomes.

The introduction of micro-routines and the embedding of these has resulted in students being consistently equipped and ready to learn in all classrooms, most of the time. This has been evidenced in our Quality Assurance data across 24-25 and into Autumn 1 this year. QA data also shows that purple pen for pupil reflection and marking is evident in most books, alongside teacher feedback and acknowledgement in green. Teachers still need to build more time for pupils to respond to teacher feedback. Homework continues to be an issue for a group of PP students, particularly in year and provisions such as homework club are struggling to reach these families. For this reason, engagement of families has been added as an additional challenge this year.

4) Limited cultural capital and wider experiences

All curricular visits and resources are paid for for our PP students, including signed books from author visits, trips around the local area and art and DT resources. Our enrichment week offer allows all students to take part in enrichment activities with one residential visit being funded per key stage for our PP students. This year more PP students participated in a residential visit than non-PP. Retreat days and events organised by culture club, including international day of languages and heritage books and events allow all students to celebrate their heritage and also that of their peers. We have continued to offer experiences with a PP first approach such as a World Book Day visit to Waterstones for Year 5 and a careers fair for Year 8. PP remains at the heart of our careers strategy, ensuring that they have the first opportunities for work experience and careers education and that they don't miss out due to lack of opportunity in the home.

5) Difficulties with regulating emotions and interpersonal skills

PP Lead now regularly attends wellbeing meetings to gain understanding of students and the support they may need. PP funding supports therapies and interventions where needed. Prioritising PP students for leadership opportunities allows them to develop leadership and interpersonal skills.

6) Attendance and punctuality

Attendance Year to Date: Nov 2025

Attendance	Year 5	Year 6	Year 7	Year 8
St Osmund's All	97.6%	94.8%	93.4%	92.0%
St Osmund's FSM6	96.5% ↓	88.1% ↓	89.4% ↓	86.5% ↓
St Osmund's Non FSM6	97.8%	96.4%	94.1%	93.3%
National FSM6	93.2% St O ↑	93.0% St O ↓	93.0% St O ↓	89.1% St O ↓

Attendance for our FSM6 students continues to be below that of the rest of the school. In all but Year 5 it is also lower than the national average. This is despite KS3 being above national average generally. For this reason, attendance continues to be a priority. PP lead and attendance lead now meet half-terminly and PP lead is included in daily attendance emails. PP families have a phonecall home on day 3 of a continuous absence in order to monitor and encourage attendance. This continued concern has contributed to the decision to add parental engagement to our challenges this 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
Purple Ruler Maths	Purple Ruler
Read, Write, Inc phonics	Read, Write, Inc

Service pupil premium funding (optional)

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**

Wellbeing and academic intervention as needed, other support at the discretion of PP lead (music lessons, for example). Involvement in academic enrichment activities such as the careers fair.

The impact of that spending on service pupil premium eligible pupils

Increased feeling of belonging in the school; improved educational outcomes for students whose attainment may have been hindered by school movement.

Further information (optional)

Progress towards these aims will be reviewed on a termly basis (SLT) with a detailed review and revision being conducted annually (SLT and Governing Body).