

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	716
Proportion (%) of pupil premium eligible pupils	21% (150 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 2024
Date on which it will be reviewed	November 2025
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	£144,450
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>	£144,450

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	Limited cultural capital and wider experiences
5	Difficulties with regulating emotions and interpersonal skills
6	Attendance and punctuality of PP students

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) Clear opportunities for reading across the curriculum are clear in planning (July 2025) End of KS2 outcomes in line with national or better. PP students make comparable progress to non-PP (July 2025)
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) High expectations of spelling and grammar evident by the identification and correction of errors and mistakes (QA) (April 2025) End of KS2 outcomes in line with national or better. PP students make comparable progress to non-PP or better (July 2025)
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)

<p>All students have access to experiences that enhance cultural awareness and wider life that they would not necessarily have otherwise.</p>	<ul style="list-style-type: none"> • % of participation on residential by PP students equal to or greater than non-PP (July 2026) • % of representation in student leadership roles at least equal to non-PP (December 2025)
<p>Attendance of PP students is as good as non-PP</p>	<ul style="list-style-type: none"> • No attendance gap between PP and non-PP (November 2027)
<p>All students have access to high quality teaching in every classroom</p>	<ul style="list-style-type: none"> • All teaching embedded in research about high quality teaching based on cognitive science principles (December 2025) • PL programme encourages teachers to actively research, reflect on practice and improve (July 2025) • Over half of teachers actively participating in coaching or team teaching on a voluntary basis (July 2026).
<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 2025). • PP lead knows all PP students by name and their stories (April 2025). • SLT know all PP students by name (July 2025). • Student stories collected on Edukey with time given for teachers to read (April 2025). • PP focus during yearly transition discussion (September 2025).
<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) • Homework points reduce for PP students (July 2025) • Homework club continues to effectively support those students who need it (April 2025) • 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 2025).

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: £ 78,476

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).</p> <p>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)</p> <p>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 to 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)</p> <p>EEF Making best use of teaching assistants.</p> <p>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)</p> <p>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"> • Trial by two senior members of staff • Implement with willing volunteers and build upon this over time. Use case studies to show the benefit and encourage 	<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)</p> <p>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>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: £ 11,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework club to support learners who find it difficult to complete work at home.	EEF suggest that support and engagement with homework can improve outcomes by up to 5 months. (EEF)	1,2,3
Fresh start phonics to support students who need it, largely at KS2.	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. Intensive support can support pupil learning if provided in addition to and explicitly linked with normal lessons. (EEF)	1,2
Purple Ruler maths intervention to support students in danger of not making expected progress at KS2		1,2
Purple Ruler reading intervention to support students in danger of not making expected progress at KS2		1,2
Reading Fluency intervention catch up programme for KS3 students-created and delivered in-house.		1,2
Handwriting intervention for KS2 students who have not mastered a cursive style- Letterjoin		1,2
Barrington Stoke reading books for KS3 catch-up. Banded books for KS2.		1,2,3
Catch-up Spelling intervention for KS2 students who still need support with KS1 words. TA to run in spelling lesson. Spelling Shed.		1,2,3
Reading aloud to an adult <ul style="list-style-type: none"> TA read for all and an additional read for PP students who are 2+ years behind with a volunteer reader. 		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)

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

Budgeted cost: £ 54,936

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	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 feelings in creative and dynamic ways, without having to use words to articulate themselves	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

<p>Music lessons</p> <p>-50% funded for two terms.</p> <p>-Changing Key Dorset trust can then be approached to support further lessons and the purchase of musical instruments.</p>	<p>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)</p>	4
<p>Clubs</p> <p>-all externally offered (paid for) clubs are funded for PP students.</p>	<p>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)</p>	4,5
<p>Meals and snacks</p> <p>-All students in receipt of FSM have access to a hot nutritional meal each day and snacks at breaktime.</p>	<p>Students are better able to learn if they are not feeling hungry.</p>	5,3
<p>Access to books</p> <p>-students have a book paid for from Dorchester Literary Festival events and any other book events.</p> <p>-Students who struggle to engage with reading can be given a book and have a conversation with our library assistant.</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>	1,2,3,4,
<p>Half-termly parent drop-ins</p>	<p>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).</p>	5,6

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 last strategy and whether they have been overcome.

- 1) Reading-low attainment on entry
- 2) Writing-low attainment on entry
- 4) Maths-low prior attainment on entry
- 7) Progress and attainment

Attainment on entry continues to be low and is lower each year.

Year 5 students on entry (2024)	All	PP
Spelling age below 9 (NGST)	56%	74%
Reading age below 9 (NGRT)	32%	50%
Can spell fewer than 80% of Y3/4 common exception words	78%	97%
Scored below 50% on our baseline SPAG test*	85%	91%
Scored below 50% on our 4 operations baseline test*	57%	71%
Scored below 50% on our place value, fractions and decimals baseline test*	45%	79%

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

Generally our KS2 English outcomes were below national average but this was particularly evident with our PP students.

KS2 outcomes 2024	Entry (Sept 22)	KS2 (July 2024)	Improvement	Conclusion
Maths all	56%	70%	1.25	
Maths PP	42%	60%	1.42	Gap closing
Reading all	66%	69%	1.05	
Reading PP	50%	50%	1	Gap widening
Writing all	54%	61%	1.13	
Writing PP	42%	43%	1	Gap widening

End-point outcomes however, demonstrated that the gap is closing in all key areas, albeit more slowly in writing.

Y8 outcomes (ARE) 2024	Entry (Sept 22)	Y8 (July 2024)	Improvement	Conclusion
Maths all	60%	77%	1.28	
Maths PP	35%	64%	1.82	Gap closing
Reading all	68%	81%	1.19	
Reading PP	38%	58%	1.53	Gap closing
Writing all	49%	60%	1.22	
Writing PP	32%	43%	1.34	Gap closing slightly

11) Greater depth not reached by as many PP children compared to non-PP

Y6 outcomes (GDS) 2024	Entry (Sept 22)	Y6 (July 2024)	Improvement	Conclusion
Maths all	8%	21%	2.6	
Maths PP	6%	15%	2.5	Gap widening slightly
Reading all	21%	23%	1.1	
Reading PP	11%	13%	1.2	Gap closing slightly
Writing all	17%	10%	0.6	
Writing PP	8%	3%	0.4	Gap widening slightly

Our GDS (Band 4+ or Stanine 7+) shows a similar picture to ARE at KS3. The gap is closing. However, students have not made adequate progress in writing for all!

Y8 outcomes (GDS) 2024	Entry (Sept 20)	Y8 (July 2024)	Improvement	Conclusion
Maths all	23%	53%	2.3	
Maths PP	12%	30%	2.5	Gap closing
Reading all	38%	46%	1.21	
Reading PP	18%	30%	1.6	Gap closing
Writing all	16%	10%	0.6	
Writing PP	9%	6%	0.7	Gap closing slightly

Attainment continues to be a concern, particularly at KS2 and especially in writing.

3) Oracy-lower language and communication skills

Talk tactics (Oracy 21 project) have been introduced widely across the school and lesson observation data shows that they are used frequently in classrooms. Talk tactics are displayed in link books and classrooms. Let's Think in English continues to rehearse oracy effectively in KS3. Students across the school are encouraged to answer in full sentences and our checks for understanding ensure all students have the opportunity to speak in lessons. Paired talk is used frequently also. Our new focus on reading fluency, particularly in reading lessons ensures all students read aloud at least once a week and those who need it read aloud to an adult more often.

5) Lack of cultural capital-less exposure in family life.

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. 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. PP students in year 8 attend a careers fair.

6) Attendance and punctuality

Attendance Year to Date: Nov 2024

	Year 5	Year 6	Year 7	Year 8
Attendance St Osmund's All	96.1%	93.9%	94.7%	94.1%
Attendance St Osmund's FSM6	93.9%↓	91.1%↓	93.9%↓	89.4%↓
Attendance St Osmund's Non FSM6	96.6%	96.5%	94.9%	95.1%
Attendance National FSM 6	93.4% St O↑	93.1% St O↓	94.9% St O↓	88.7% St O↓

Attendance for our FSM6 students is below that of the rest of the school. In all but Year 5 it is also lower than the national average. For this reason, attendance continues to be a priority.

8) Wellbeing of some pupils and their families

Generally, group interventions for all PP students were not addressing individual need and those pupils in need were still accessing the wellbeing system in school. For this reason Sparkles will not continue this year. More personalised therapies and wellbeing interventions will instead be considered on an individual basis as need arises.

Breakfast club has been offered for many years now, along with snacks and stationery for those who need it. Families could visit breakfast club once a month as well as an annual meal/afternoon tea for new students, run by current PP students. Families are offered vouchers for uniform and shoes as well as a 'welcome pack' which includes stationery, a PE bag and a reading book.

Our offer has had to be revised for the coming year as we no longer have a PP learning mentor. Most formal aspects of his role are being absorbed elsewhere in school. However, this is also an opportunity to ensure all staff and stakeholders are aware of the role that everyone plays in supporting our disadvantaged students.

Our wellbeing-first approach has ensured that students come to school happy and feel a sense of belonging. However, we now need to move towards a more outcomes-focused strategy, in line with EEF and DFE guidance, in order to close the gap in attainment and increase the life-chances of our disadvantaged,

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
Lexia	Lexia Learning
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***

Music lessons, residential paid for (one per key stage), wellbeing and academic intervention as needed.

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).