

# Dorchester Middle School Pupil Premium Strategy Statement

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	528
Proportion (%) of pupil premium eligible pupils	23.1% (122)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2025 <b>2025 – 2026</b> 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jon Webb
Pupil premium lead	Donna Hammonds
Governor / Trustee lead	Mike Glanville

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£161,965

# Part A: Pupil premium strategy plan

## Statement of intent

At Dorchester Middle School, we are dedicated to fostering an inclusive, supportive, and high-achieving environment where every pupil has the opportunity to reach their full potential. We recognise that financial disadvantage can create additional barriers to learning, and we are committed to using the Pupil Premium funding effectively to bridge this gap. Our aim is to ensure that all pupils, irrespective of their background or financial situation, are provided with the support, resources, and opportunities they need to excel academically, socially, and emotionally.

### Key Principles:

- We aim to close the attainment gap between our disadvantaged pupils and their peers, ensuring that all pupils, regardless of their background, achieve their personal best in line with national expectations. This includes raising progress and attainment in Reading, Writing and Maths. Developing oracy and vocabulary is a key area for development across the whole curriculum.
- We recognise that social and emotional development is key to academic success. By providing targeted support, mentoring, and well-being initiatives, we aim to help pupils develop resilience, confidence, and a positive attitude toward learning and school life.
- We are committed to broadening the horizons of disadvantaged pupils by providing access to enrichment opportunities, such as educational trips and extra-curricular activities that might otherwise be inaccessible due to financial constraints.
- Recognising the link between attendance and academic achievement, we are focused on addressing attendance barriers for disadvantaged pupils. By engaging with families and offering targeted support, we aim to increase attendance rates, reduce persistent absenteeism, and foster a sense of belonging and commitment to school.
- We understand that successful educational outcomes are often rooted in strong partnerships with families and the community. We aim to engage and empower families to play an active role in their child's education.

We will regularly monitor and evaluate the impact of all funded initiatives, using data from assessments, attendance records, and feedback from pupils and parents. We will publish an annual impact report outlining our achievements, challenges, and areas for further improvement.

Our Pupil Premium Strategy reflects Dorchester Middle School's commitment to equity and excellence. We believe that every child deserves an equal chance to thrive, and we are dedicated to supporting disadvantaged pupils to overcome barriers, engage fully in school life, and pursue a successful future. Through thoughtful investment in targeted support, enrichment opportunities, and family engagement, we aim to empower all our pupils to aspire, achieve, and succeed.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Reading (low attainment on entry; progress and attainment)
3	Greater engagement in wider opportunities
4	Maths (low attainment on entry; progress and attainment)
5	Writing (low attainment on entry; progress and attainment)
6	Vocabulary (knowledge and use of vocabulary)
7	Oracy (confident use of language and communication skills)
8	Behaviour and attitudes including Social and emotional well being

## Intended outcomes

This explains the outcomes we are aiming for by the end of new three-year strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance and punctuality – PP pupil attendance and punctuality will improve	<ul style="list-style-type: none"> <li>– PP attendance will improve over time</li> <li>– PP attendance will be at least over 95%</li> <li>– PP pupils will arrive at school on time</li> <li>– PP pupils will attend all lessons on time</li> </ul>
Reading – Outcomes for PP pupils will improve	<ul style="list-style-type: none"> <li>– Increase in PP pupils reaching ARE</li> <li>– PP pupil outcomes are in line with national average for PP</li> <li>– Increase in PP pupils reaching Greater Depth (GD) outcomes</li> <li>– PP pupils engaged with reading and reading level appropriate material</li> </ul>
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Maths – Outcomes for PP pupils will improve	<ul style="list-style-type: none"> <li>– Increase in PP pupils reaching ARE</li> <li>– PP pupil outcomes are in line with national average for PP</li> <li>– Increase in PP pupils reaching Greater Depth (GD) outcomes</li> </ul>
Writing – Outcomes for PP pupils will improve	<ul style="list-style-type: none"> <li>– Increase in PP pupils reaching ARE</li> </ul>

	<ul style="list-style-type: none"> <li>– PP pupil outcomes are in line with national average for PP</li> <li>– Increase in PP pupils reaching Greater Depth (GD) outcomes</li> <li>– Evidence of high writing expectations across subjects and curriculums</li> </ul>
Greater engagement in wider opportunities	<ul style="list-style-type: none"> <li>– An increase in numbers of PP pupils will represent the school at sports fixtures and events</li> <li>– PP representation as prefects and subject helpers will increase</li> <li>– PP pupils will participate in all curriculum trips and events</li> <li>– An increase in numbers of PP pupils will take advantage of opportunities within school e.g. instrumental tuition, extra-curricular clubs, PTFA events</li> </ul>
Vocabulary – PP pupil knowledge and use of vocabulary increases	<ul style="list-style-type: none"> <li>– PP pupils are more precise in their use of vocabulary</li> <li>– PP pupils use tier 2 and 3 vocabulary in written and spoken answers</li> <li>– Vocabulary is explicitly taught in every subject across the school</li> </ul>
Oracy – PP pupils demonstrate confident use of language and communication skills	<ul style="list-style-type: none"> <li>– PP pupils are confident speakers and speak clearly with correct pronunciation, grammar, and tone</li> <li>– PP pupils regularly ask questions about their learning</li> <li>– PP pupils take an active role in class discussion and contribute regularly</li> <li>– Whole school use of ‘cold calling’ and questioning provides opportunities for PP pupils to articulate their thoughts and ideas</li> </ul>
Behaviour and attitudes including Social and Emotional Wellbeing is supported	<ul style="list-style-type: none"> <li>– PP pupils and families identified will receive targeted support</li> <li>– Attitudes to self, environment and learning will improve</li> <li>– Attendance and punctuality will improve</li> <li>– ‘Key motivators’ for pupils will be identified and implemented</li> <li>– Behaviour will improve (including a reduction in PEx)</li> <li>– PP pupils will gain an increase in achievement points and other indicators of attitude to learning improvements</li> </ul>

## 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: £ 80,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	A whole school approach to improving the quality of teaching and learning has been introduced using StepLab, a coaching-based programme of CPD tailored to individual staff. Coaches were selected and completed a trial of the programme in T6 of 2024-2025. From September 2025 all teaching staff are fully involved in the programme.	2,4,5,6,7
In school CPD based on Reading	October 2025 INSET training delivered to teaching staff on Reading by Liz James. Strategies were shared and useful information which can be practically applied by teaching staff to support weaker readers in classrooms.	2,4,5,6,7
CPD to support pupils with SEND	In school training from Elly Layfield around adaptations to lessons that can remove barriers to learning for all pupils including those with SEND. The Wessex MAT INSET training for teaching assistants and teaching staff had a SEND focus with input from Margaret Mullholland and Amjad Ali.	2,4,5,6,7
Work scrutiny	The first work scrutiny of this academic year compared the work of disadvantaged pupils with their peers. Feedback to Subject Leaders will ensure there is a sharp focus on the challenge and support provided for PP pupils this year.	2,4,5,6,7
Remote CPD	The Wessex MAT provides access to online training for all staff using The	2,4,5,6,7

	National College. This enables staff to engage in personal development to support their work in school.	
Pupil Premium Lead	It is important and good practice to have a strategic lead to implement and develop strategy, and to monitor and evaluate the impact of any strategy.	1,3,8

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

Budgeted cost: £ 40,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family and Pupil Liaison Officer	The FPLO supports the work of the attendance lead, SENCO and pupil premium lead by building and maintaining relationships with pupils and families.	1,3,8
ELSA and I Can Problem Solve (ICPS)	This work supports the wellbeing of pupils (including social and emotional interventions), working alongside the inclusion team and year leads. This includes ELSA and ICPS.	1,8
Phonic Interventions provided by trained teaching assistants	One to one and small group support with the use of a phonics programme to motivate pupils and measure progress and impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2,5,6,7
Lexia to support reading and structured literacy	This individualised programme targets misconceptions and skill development and helps close the gap and accelerate progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2,5,6
Reading aloud to an adult	All PP pupils identified as being within the lowest 20% readers across the school are given the opportunity to read to an adult each week. Dorset Readers assist with this programme.	2,5,6

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

Budgeted cost: £ 40,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Clubs	<p>Pupil premium pupils benefit from having support, a quiet place to work and access to resources. This initiative enables them to keep up with their learning and prevent them from falling behind their peers. This year we offer two after school clubs and various lunch time opportunities throughout the week.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1,2,3,4,5,6,7,8
Attendance Lead and Attendance Officer	<p>The attendance lead provides a strategic lead on supporting our pupils and families with attendance and punctuality. The attendance officer engages with our families, working with them to improve attendance and punctuality.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1,8
Extra-curricular clubs offer	<p>Pupil premium pupils may not have the opportunity to access sport or the arts outside of the school environment. By providing a rich and varied extra-curricular offer, our disadvantaged pupils can participate in a full range of activities either before school, during lunch or after school. Most clubs are free of charge to pupils. PP pupils will be supported where a cost is involved. This year we offer approximately 30 clubs per week. Through engagement with families, we are inviting specific pupils to join clubs to develop confidence and the feeling of belonging.</p>	1,3,8
Curriculum trips in every year group	<p>PP pupils will have the necessary funding available to ensure they can fully attend and participate in curriculum trips. Through contact with parents and carers we aim to ensure that every PP pupil attends all curricular trips through this academic year.</p>	1,3,8
Residential trips in every year group	<p>PP pupils will receive funding to cover 50% of the cost of one annual residential trip in each key stage.</p>	1,3,8
Music tuition	<p>All PP pupils have access to funding to learn a new or existing musical instrument if they wish. In Years 5 (and 6) this may be through the WMAT TOPS scheme.</p>	1,3,8

Ingredients for DT Food	PP pupils have access to funding to provide ingredients for DT Food lessons.	1,3,8
School uniform support	PP pupils are entitled to receive uniform vouchers in each Key Stage. This supports the purchase of school uniform, including PE/Games kits. This is to support self-esteem and self-confidence in their appearance. As a school we have a school uniform policy, and therefore funding is available. We have a large stock of pre-loved uniform which can be made available to those who need it.	1,8
Free school meals	Pupils who are eligible have access to free school meals. Through regular contact and positive relationships with families we can support parents to book meals for their children.	1,8
Reading books following author visits in Years 6 and 8	PP pupils are provided with the reading book which is available to be purchased by all pupils in their year group following the author visit. This supports an interest and love of reading. Improvements in reading age and a love of reading improves life chances.	1,2,4,5,6,7

**Total budgeted cost: £ 161,964**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At Dorchester Middle School we have continued to work to improve the provision and support we offer our disadvantaged pupils to give them every opportunity to perform at their highest level and to experience success. Our three-year plan (2025 - 2028) has reached the end of Year One, and we have reviewed the impact of our strategies to achieve our intended outcomes and meet our success criteria to date.

#### Overview of disadvantaged pupils at Dorchester Middle School from January 2025

Dorchester Middle School Pupil Information for the Academic Year 2024 – 25

Year Group	Total PP	SPP	FSM	Male	Female	Non-SEND	SEND	SEND C	SEND K	SEND E
5	26	1	25	12	13	21	5	0	4	1
6	29	1	28	9	20	22	7	0	5	2
7	31	1	30	20	11	22	9	0	6	3
8	43	1	43	20	23	23	20	2	11	7

Dorchester Middle School Pupil Information for the Academic Year 2025 – 2026

Year Group	Total PP	SPP	FSM	Male	Female	Non-SEND	SEND	SEND K	SEND E
ROARS 1	3	0	3	3	0	0	3	0	3
5	29	2	27	13	16	16	13	12	1
6	29	2	27	13	16	15	14	13	1
7	36	2	34	13	21	29	7	5	2
8	25	1	24	17	7	17	8	7	1

#### 1 Attendance and punctuality – PP pupil attendance and punctuality will improve

	2024/25 (DfE)	2025/26 to 21 <sup>st</sup> October (DfE)
Overall Attendance	93.1%	95%

PP Attendance	87.4% (85.9% in T1)	91.7%
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Our Attendance Team work effectively to monitor and support pupils and families with attendance. The Wessex MAT attendance toolkit and a clear graduated response continue to enable the school to engage and work with families in a timely manner, building important relationships. Regular home visits are made to those pupils with persistently low attendance. We are on track to meet our intended outcome in this area by the end of our three-year cycle.

**Academic Outcomes**

The 2025 KS2 (SATs) results indicate that our disadvantaged students continued to consistently score lower than the national average for disadvantaged pupils. Additionally, a performance gap persists between disadvantaged and non-disadvantaged students at Dorchester Middle School, although both groups are performing below national averages. As identified by the DfE, the pupils included in the performance data experienced some disruption earlier in their schooling due to COVID-19, which impacted individual students and schools in different ways.

The table below sets out our school results, comparing pupil premium with all pupil outcomes, both within our school and nationally.

All Pupils			
Measure	DMS	PP	Nat
Expected Standard in Reading	62.79%	39.29%	75%
Higher Standard in Reading	21.71%	7.14%	33%
Expected Standard in Writing	58.91%	46.43%	72%
Higher Standard in Writing	7.75%	0%	12.8%
Expected Standard in Maths	55.04%	25%	74%
Higher Standard in Maths	13.18%	3.57%	26%

**2 Maths – Outcomes for PP pupils will improve**

Purple Ruler maths sessions were made available for students in the last academic year. The engagement was insufficient to enable pupils to benefit fully from this scheme. Closer work is required between the Maths team, Inclusion team and parents in order to make this work more effectively.

**3 Writing – Outcomes for PP pupils will improve**

Writing continues to be an area for development. The English team have bought a new scheme which has been used since September 2025 in Key Stage 2.

#### **4 Reading – Outcomes for PP pupils will improve**

The use of diagnostic tools for academic outcomes (GL assessments, Reading/Spelling age tests/SATs papers etc and teacher assessments) have continued to be used to identify areas where disadvantaged pupils require more support – revisiting skills and areas of the curriculum. In T1 of 2025 we have included dyslexia screening for all pupils in Year 5.

Whole staff training around Reading has taken place in October 2025. This is a focus for the school as one of our three key areas on the development plan.

We continue to make good use of Dorset Readers and volunteers who listen to pupils read on a weekly basis. Reading continues to be a whole school priority.

#### **5 Vocabulary – PP pupil knowledge and use of vocabulary increases**

Over the 2024-2025 academic year Curriculum Leaders updated curriculum plans which include tier 3 vocabulary, and this is now being used in lessons during this academic year. There is still some work to do in terms of tier 2 vocabulary and how pupils use it in their work – both spoken and written.

#### **6 Oracy – PP pupils demonstrate confident use of language and communication skills**

This is an area which has not been a focus at present. As staff work through the StepLab teacher development programme, this will be addressed as part of our strategy.

Continued CPD has been provided for staff around adapting the curriculum and resources, not just to support pupils with SEN but also those who have gaps in their education due to persistent absence or other factors. At Dorchester Middle School, we know that by adapting lessons for pupils with SEN we support all pupils including our disadvantaged pupils. This is now part of our expected practice. From September 2025 all teaching staff are engaged in our StepLab training and coaching programme. This is building consistency across the teaching team which we know supports disadvantaged pupils.

In the academic year 2024 - 2025, staff absence reduced significantly, enabling the staff team to continue to build the relationships required to support classroom engagement and a greater sense of belonging in disadvantaged pupils. Where staff absence was unavoidable our cover supervisors provided consistency as they have been trained in our whole school relational strategic approaches. On the rare occasions that external supply staff were used, those staff were long term and engaged with our whole school approach, building relationships with pupils. In term 1 of 2025 we have maintained this approach.

#### **7 Behaviour and attitudes including Social and Emotional Wellbeing is supported**

Behaviour and attitudes around the school community have improved in general however a small number of pupils still require more support. The detailed breakdown and analysis of suspensions and behaviour points enables us to identify those pupils requiring additional support and to put this into place.

##### **Number of pupils suspended:**

**2024-2025 – 37 pupils were suspended across the year**

T1 – 14 T2 – 12 T3 – 13 T4 - 10

T5 – 7 T6 - 14

**Suspensions against pupil groups:**

<b>Cohorts</b>	<b>23/24</b>	<b>24/25</b>
PP	68%	67%
SEND	50%	58%
PP and/or SEND		85%
PP and SEND	28%	42%
Female	12.5%	38%
Male	87.5%	62%
NPP/SEND	12.5%	7%

**Suspensions details 25/26 v 24/25:**

<b>Cohort Details</b>	<b>Autumn Term</b>			<b>Spring Term</b>			<b>Summer Term</b>			<b>Overall</b>	
	<b>24/25</b>	<b>25/26</b>		<b>24/25</b>	<b>25/26</b>		<b>24/25</b>	<b>25/26</b>		<b>24/25</b>	<b>25/26</b>
		<b>T1</b>	<b>T2</b>		<b>T3</b>	<b>T4</b>		<b>T5</b>	<b>T6</b>		
<b>Total</b>	<b>48</b>	<b>8</b>		<b>36</b>			<b>22</b>			<b>106</b>	
<b>No. Pupils</b>	<b>26</b>	<b>6</b>		<b>23</b>			<b>21</b>			<b>70</b>	
<b>Repeat %</b>	<b>41.6</b>	<b>25</b>		<b>35.6</b>			<b>21</b>			<b>32.7</b>	
<b>Male %</b>	<b>32.5</b>	<b>100</b>		<b>67</b>			<b>85</b>			<b>62</b>	
<b>Female %</b>	<b>67.3</b>	<b>0</b>		<b>33</b>			<b>15</b>			<b>38</b>	
<b>PP %</b>	<b>70</b>	<b>66</b>		<b>78</b>			<b>53</b>			<b>67</b>	
<b>SEND %</b>	<b>62.5</b>	<b>66</b>		<b>67</b>			<b>46.5</b>			<b>58</b>	
<b>Dis (PP/SEN) %</b>	<b>90</b>	<b>100</b>		<b>100</b>			<b>65</b>			<b>85</b>	
<b>Non PP/SEN %</b>	<b>10</b>	<b>0</b>		<b>0</b>			<b>35</b>			<b>15</b>	
<b>CIC %</b>	<b>0</b>	<b>0</b>		<b>0</b>			<b>0</b>			<b>0</b>	
<b>Year 5</b>	<b>4</b>	<b>0</b>		<b>0</b>			<b>4</b>			<b>8</b>	
<b>Year 6</b>	<b>6</b>	<b>1</b>		<b>14</b>			<b>6</b>			<b>26</b>	
<b>Year 7</b>	<b>10</b>	<b>3</b>		<b>5</b>			<b>7</b>			<b>22</b>	
<b>Year 8</b>	<b>28</b>	<b>4</b>		<b>17</b>			<b>5</b>			<b>50</b>	

**Behaviour Points: 25/26**

<b>Cohort Details</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>		<b>Overall</b>	
	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>	<b>24/25</b>	<b>25/26</b>

<b>Total (526)</b>	<b>642</b>						<b>5239</b>	
<b>Male (261)</b>	<b>197%</b>						65%	
<b>Female (265)</b>	<b>48%</b>						35%	
<b>PP (122)</b>	<b>190%</b>						36%	
<b>SEN (114)</b>	<b>216%</b>						40%	
<b>Dis (PP/SEN)</b>	<b>210%</b>						60%	
<b>Non (PP/SEN)</b>	<b>74%</b>						40%	
<b>KS2 (269)</b>	<b>70%</b>						32%	
<b>KS3 (257)</b>	<b>177%</b>						68%	

Two disadvantaged pupils were part of a small class formed to support a group of Year 7 pupils who were not working at ARE due to SEND. One pupil left to attend a specialist school during the academic year. In September 2025 an addition small class was formed to support pupils working at pre-Year 5 standards. 3 out of the 4 pupils in the class are pupil premium eligible.

### **8 Greater engagement in wider opportunities**

Residential trips were organised for the last academic year and some families requested and received support with funding through the pupil premium strategy funding. This will continue to be area of focus in the next pupil premium strategy.

Engagement with extra-curricular clubs is monitored, with pupils being actively encouraged and supported to join. Financial support is offered to enable some pupils to attend clubs provided by external coaches, for example Boxing Club. In T1 of this academic year 40% of PP eligible pupils have attended a club.

Instrumental lessons are supported, including the TOPs scheme which enables PP pupils to learn an instrument in a small group, having been provided with an instrument in addition to fully funded lessons.

## **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.*

<b>Programme</b>	<b>Provider</b>
Let's Think in English	Let's Think in English
Lexia (Power Up)	Lexia
Power Maths	Pearson
<del>White Rose Maths</del>	<del>White Rose Education</del>
Purple Ruler	Purple Ruler
Boom Reader	Squirrel Learning Ltd
Read Write Inc.	Oxford University Press
TT Rockstars	Maths Circle Ltd
<del>Spelling Shed</del>	<del>Education Shed Inc</del>
<del>Changing Lives Through Horses</del>	<del>British Horse Society (Bovington)</del>

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

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*