

# Pupil premium strategy statement – Dormston 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	1129
Proportion (%) of pupil premium eligible pupils	24%
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> )	2025-2028
Date this statement was published	Dec 25
Date on which it will be reviewed	Nov 26
Statement authorised by	C Sutton
Pupil premium lead	N Grundy
Governor / Trustee lead	E Hindle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287 025
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£287 025

# Part A: Pupil premium strategy plan

## Statement of intent

At Dormston School, our ambition is for all pupils to thrive, irrespective of their background or personal circumstances. We are committed to reducing the attainment gap between disadvantaged pupils and their peers by addressing key barriers such as **reading, engagement, behaviour for learning, and homework**.

Our Pupil Premium strategy is underpinned by a school-wide focus on the **IMA model** and the **RADY Principles (Raising Attainment of Disadvantaged Youngsters)**

- **Identify** – Know who your Pupil Premium students are, understand their context, and pinpoint specific learning needs.
- **Monitor** – Track their progress, attendance, behaviour, engagement, and assessment outcomes closely and regularly.
- **Adapt** – Use data insights to refine and tailor teaching approaches, interventions, and pastoral support to close gaps.
- **RADY Principles:**
  - **Equity in Teaching and Learning:** Ensure that disadvantaged learners are represented proportionally in all aspects of school life and receive the support needed to achieve parity with their peers.
  - **Target and Attainment Uplifts:** Set ambitious targets that reflect the untapped potential of our disadvantaged students, rather than solely relying on prior attainment data.
  - **Whole-School Approach:** Embed a culture where the attainment of disadvantaged learners is a central focus across all policies and practices.

This strategy is evidence-informed and aligns with the EEF's tiered approach, focusing on high-quality teaching, targeted academic support, and wider strategies that tackle non-academic barriers.

By integrating these frameworks, we aim to create an environment where disadvantaged pupils are not only supported but are also challenged to excel.

## Challenges

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

Challenge number	Detail of challenge
1. Reading	Below age-related expectations in reading comprehension and vocabulary.
2. Engagement	Lower levels of motivation and participation in classroom learning.
3. Behaviour for Learning	Increased incidence of low-level disruption and disengagement.
4. Homework	Inconsistent completion and lower quality of homework compared to peers.
5. Attendance	Disadvantaged pupils have lower attendance rates and higher persistent absence, limiting access to learning.
6. Prior Attainment	Disadvantaged gap (KS2 Scaled scores) on entry is already evident.  Typically, the average gap is approximately 5 points
7. Parental Engagement	Historically low engagement from parents/carers of disadvantaged Students in comparison to their non disadvantaged peers.
8. KS4 Outcomes	Disadvantaged Outcomes (progress and attainment) are below those of their non - disadvantaged peers

## 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
Improved reading ability and comprehension	PP students make accelerated progress in reading assessments; increased reading age.
Increased engagement in lessons	Learning walks, Effort Grades and student voice show greater involvement and effort in learning.
Improved behaviour for learning	Fewer behaviour incidents and improved attitude to learning/effort scores.
Improved homework completion and quality	Homework completion rates and quality of work increase across all subjects.
Improved attendance and reduced persistent absence	PP attendance gap to non-PP narrows; reduced number of PP pupils classed as persistently absent.
Narrowing Attainment Gap	KS4 attainment gap narrows year on year

## 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: £ 126 987.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-staff CPD on IMA model/RADY</p> <ul style="list-style-type: none"> <li>• T&amp;L Briefings will focus on High Quality Teaching for all.</li> <li>• SEND Briefings to include Adaptive teaching and the overlap with PP Students</li> <li>• Inset Days: PP Strategy, Inclusive Attendance, Behaviour For Learning, Reading, Wellbeing, using AI, Coaching</li> </ul>	<p>EEF: Feedback; Adaptive Teaching  <a href="#">Feedback   EEF</a>            Improve responsiveness of teaching to PP needs.  <a href="#">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF</a></p>	<p>1-8</p>
<p>Literacy across the curriculum strategy</p> <ul style="list-style-type: none"> <li>• <i>SEND intervention for the very weakest readers</i></li> <li>• <i>Reading Intervention (RES) for the next 'cohort'</i></li> <li>• <i>Lexia intervention(RES) for the cohort above that</i></li> <li>• <i>Departmental Reading strategies (Disciplinary Reading)</i></li> <li>• <i>Reading for Pleasure</i></li> </ul>	<p>EEF: Reading Comprehension  <a href="#">Reading comprehension strategies   EEF</a>            Raise reading comprehension and vocabulary levels.            EEF: <a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>1-6,8</p>

<p>PP 'profiles' on Seating plans (IDENTIFY)</p> <ul style="list-style-type: none"> <li>All seating plans to identify PP students.</li> <li>PP students to be seated appropriately(High traffic Areas)</li> <li>PP students to be targeted in 'Laps' during independent learning.</li> </ul>	<p>Internal good practice Staff know and plan effectively for PP students.</p>	<p>1-6,8</p>
<p>Staffing</p> <ul style="list-style-type: none"> <li>Additional Teacher in EN/MA/SC to create smaller class sizes at KS3. 10 classes in year 8/9 rather than 8.</li> <li>'Nurture' Class in 7/8/9 to prepare students for mainstream return.</li> <li>Non-teaching Pastoral support to help support teaching</li> <li>Positive Pathways(internal AP) to promote BFL</li> <li>Getting it Right (Yr7) for BFL</li> <li>LSA Interventions (Reading)</li> <li>Trial PP only classes in English@KS4 with 'best' teachers/smaller numbers</li> </ul>	<p>EEF: Reducing Class size <a href="#">Reducing class size   EEF</a> EEF: Small group Tuition <a href="#">Small group tuition   EEF</a> Smaller class sizes in 'core' lead to improved outcomes for PP students  EEF: <a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>1-8</p>
<p>BFL - Behaviour for learning</p> <ul style="list-style-type: none"> <li>Whole staff Inset on BFL – Trauma informed approach. Warm/Strict.</li> <li>Non-teaching Pastoral support to help support teaching</li> <li>Positive Pathways(internal AP) to promote BFL</li> <li>Getting it Right (Yr7) for BFL</li> <li>Year Groups - System to provide more tailored/consistent approach to BFL. Yr Leader, Deputy YL, Pastoral Support for each year team.</li> <li>Year leaders- consistent Parental Engagement</li> </ul>	<p>EEF - Improving behaviours in school <a href="#">Improving behaviour in schools</a>  EEF- <a href="#">Social and emotional learning   EEF</a>  EEF: <a href="#">Parental engagement   EEF</a></p>	<p>2,3,4</p>

<p>RADY Uplift</p> <ul style="list-style-type: none"> <li>All PP students to get a 5 point 'uplift' in their KS2 scores leading to lift expectations and adaptive teaching to 'close the gap'</li> <li>PP students are 'setted' appropriately</li> </ul>	<p>Improve responsiveness of teaching to PP needs.  <a href="#">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF</a></p>	<p>6</p>
<p>RADY – Equitable Teaching</p> <ul style="list-style-type: none"> <li>All staff to have PP focus to provide 'equitable' teaching and level the PP playing field</li> </ul>	<p>RADY - <a href="https://challengingeducation.co.uk/module/module-2-an-equity-based-ethos/">https://challengingeducation.co.uk/module/module-2-an-equity-based-ethos/</a></p>	<p>2,3,6,7,8</p>

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

Budgeted cost: £86 939.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading intervention programme (e.g. Lexia/NGRT)</p> <ul style="list-style-type: none"> <li><i>SEND intervention for the very weakest readers</i></li> <li><i>Reading Intervention (RES) for the next 'cohort'</i></li> <li><i>Lexia intervention (RES) for the cohort above that</i></li> </ul>	<p>EEF: Reading interventions  <a href="#">Reading comprehension strategies   EEF</a>  <a href="#">One to one tuition   EEF</a>            Close reading gaps; increase reading fluency.</p>	<p>1,2,3,4,6,8</p>
<p>Homework club with PP priority</p> <ul style="list-style-type: none"> <li><i>Homework Club for KS3</i></li> <li><i>A10 Revision for KS4</i></li> </ul>	<p>EEF: Homework (Secondary)  <a href="#">Homework   EEF</a>            Improve completion and quality of homework.</p>	<p>2,4</p>

<p>Mentoring for underachieving PP students</p> <ul style="list-style-type: none"> <li>• Pastoral support staff Mentoring</li> <li>• Year Leader/DYL support</li> <li>• Getting it right programme</li> <li>• Positive Pathways</li> <li>• Huggle Pets</li> <li>• Peer Mentoring Programme</li> <li>• Counseling for wellbeing/Trauma</li> <li>• Reflections for Cognitive behaviour therapy</li> <li>• Youth Offending Programme</li> </ul>	<p>EEF: Mentoring <a href="#">Mentoring   EEF</a> Increase motivation and sense of belonging.</p>	<p>2,3</p>
<p>Prioritised Academic Support</p> <ul style="list-style-type: none"> <li>• Yr 11 Lead early identification of underachievement and strategies to support. Meet with Parents.</li> <li>• A10 support room 5 per week</li> <li>• Saturday Morning Interventions</li> <li>• 'Holiday' Interventions</li> <li>• Pre/Post school Revision Classes</li> </ul>	<p>EEF: <a href="#">Parental engagement   EEF</a>  EEF: <a href="#">Extending school time   EEF</a></p>	<p>1,2,8</p>

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

Budgeted cost: £93 836.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour mentoring / coaching</p> <ul style="list-style-type: none"> <li>• Getting it right programme (Yr7)</li> <li>• Positive Pathways (Internal AP) Yrs 8-10</li> <li>• Trauma Informed approach from all staff</li> <li>• Moving Forward talks to settle disputes.</li> <li>• Pastoral support staff Mentoring</li> <li>• Year Leader/DYL support</li> </ul>	<p>EEF: Behaviour Interventions <a href="#">Mentoring   EEF</a> <a href="#">Improving behaviour in schools</a></p>	<p>2,3</p>

<ul style="list-style-type: none"> <li>• Getting it right programme</li> <li>• Positive Pathways</li> <li>• Huggle Pets</li> <li>• Peer Mentoring Programme</li> <li>• Counseling for wellbeing/Trauma</li> <li>• Reflections for Cognitive behaviour therapy</li> <li>• Youth Offending Programme</li> </ul>	<p>Reduce low-level disruption; build self-regulation.</p>	
<p>Parental engagement initiatives (e.g. workshops, digital communication)</p> <ul style="list-style-type: none"> <li>• Go4Schools – immediate checks on attendance/Behaviour</li> <li>• Parental phone calls to not attending parents evening (SLT)</li> <li>• KS4 Parental meetings</li> <li>• Attendance Meetings</li> <li>• Yr Ld communication.</li> </ul>	<p>EEF: Parental Engagement  <a href="#">Parental engagement   EEF</a>  Increase home support for learning.</p>	7
<p>Attendance tracking and intervention</p> <ul style="list-style-type: none"> <li>• Attendance Lead promotes PP Attendance at Year Leader Level</li> <li>• Fortnightly Attendance Meetings between AO and Yr lead.</li> <li>• Early Identification and Communication of 'in danger of PA' pupils</li> </ul>	<p>EEF: Attendance Interventions  <a href="#">Supporting school attendance   EEF</a>  Improve attendance and punctuality.</p>	5
<p>Career/Aspiration intervention</p> <ul style="list-style-type: none"> <li>• All PP students to have prioritised Careers Meeting early in KS4</li> <li>• WEx Support for PP Students</li> <li>• Brilliant Club Y7 HPA/PP</li> <li>• Cambridge University Visit Y7</li> <li>• National Careers Challenge Y8</li> <li>• 'PP only' careers conference/workshop Y9</li> </ul>	<p>Sutton Trust  <a href="#">Paving-the-Way-1.pdf</a></p>	2-8

**Total budgeted cost: £ 307 762.42**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outcome gaps have narrowed in the last 3 years but not to the extent we would like.*

#### Attainment

*As there is no progress data for 2025 we must instead focus on Attainment data, whilst bearing in mind that on entry to Dormston there is already an attainment gap from KS2. This gap (typically 4-5) points at KS2 would translate (using the most up to date Attainment 8 estimates) to between 7 and 10 points in Att8. In other words, if the disadvantaged students make progress at the same rate as non-disadvantaged students they would still be between 7 and 10 points behind in Att8.*

*The actual Attainment 8 'gap' has reduced by 17% from 18 points in 2023 to 15 points in 2025*

*The 'Grade 4+ in English & Maths' gap has reduced by 12.5% from a gap of 40% in 2023 to 35% in 2025*

*The 'Grade 5+ English & Maths' gap has reduced by 15% from a gap of 26% in 2023 to 22% in 2025*

#### Attendance

<u>Year</u>	<u>Disadvantaged</u>	<u>Non-Disadvantaged</u>	<u>Gap</u>
<u>22-23</u>	84.5	93.3	8.8%
<u>23-24</u>	83.6	92.6	9%
<u>24-25</u>	87.0	95.0	8%

The attendance 'gap' has reduced from 8.8% in 2023 to 8% in 2025. The disadvantaged attendance has risen from 84.5% to 87.0%

## Behaviour

	<u>% of Negative Behaviour 'Events'</u>	
<u>Year</u>	<u>Disadvantaged</u>	<u>Non-Disadvantaged</u>
<u>22-23</u>	46%	54%
<u>23-24</u>	45%	55%
<u>24-25</u>	43%	57%

Approximately 30% of the cohort over the previous 3 years have been Disadvantaged Students, they have historically generated nearly 50% of all negative 'events'.

This figure shows a steady decrease over the 3 years from 46% in 2023 to 43% in 2025.

## **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>
1 to 1 tuition.	Mytutor

## Service pupil premium funding (optional)

<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>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.*