

Pupil Premium Strategy Statement 2025-26

Stoke Damerel Primary Academy



This statement details our school's use of pupil premium funding for the academic year 2024 to 2025 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stoke Damerel Primary Academy
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	25.8%
Academic year that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 26
Statement authorised by	Annie Blackie
Pupil premium lead	Annie Blackie
Governor / Trustee lead	Laura Owen

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£159,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£159,770

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Stoke Damerel Primary Academy, is that all pupils, irrespective of their background, achieve high attainment and make at least good progress across all subject areas. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. We use the Pupil Premium Funding to ensure the best possible outcomes for our disadvantaged pupils.

Our approach is to be responsive to individual needs and challenges, diagnosed from robust assessments.

We do this by:

- Providing Quality First Teaching for all pupils.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Diminishing the difference between those pupils identified as disadvantaged and non-disadvantaged and those who are not on track to achieve the expected standard outcomes.
- Ensuring prompt identification of pupils with additional needs and promoting early intervention
- Providing appropriate support on non-academic areas to facilitate pupils' emotional and social development to help them overcome their barriers to learning.
- Enriching pupils culture capital through means of ensuring disadvantaged pupils to partake in extracurricular activities and trips.
- Providing wrap around care for all pupils in the school community and ensuring financial constraints are not a barrier for disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children often display poor language skills especially on entry in EY provision, these limit the pupil's ability to communicate, articulate their thinking and understanding about a topic and understand spoken instructions.
2	Many disadvantaged pupils have limited access to extra-curricular activities, due to low income and are often unable to be involved in the wider communities and the world around them, lessening their cultural capital existence and experiences.
3	High number of children requiring emotional / welfare support to positively engage with their learning necessitate a range of interventions in order to fully access the curriculum.
4	Attendance of disadvantaged groups is below that of other children, including persistent absenteeism. Analysis indicates that PA children often live in families with complex additional pastoral and welfare needs.
5	Disadvantaged children often, but not always, live in families characterised as having low parental engagement and limited ability to support their children at home. Challenges for parents and carers beyond those caused by financial disadvantage such as adversity due to emotional/mental health challenges, welfare and safeguarding needs and environmental circumstances, can be a barrier to acting upon aspirations for their children.
6	Disproportionate numbers of disadvantaged pupils are also on the SEND register, limiting their literacy understanding and fundamental basic number understanding.

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
Progress of disadvantaged pupils is accelerated to reduce in school gaps in Reading, Writing and maths. This will be reviewed during pupil progress meetings using the in-school assessment data.	Attainment gap between disadvantaged and non-disadvantaged reduced in all year groups, specifically in all core subjects.
Increased parental engagement within school life, by supporting their children at home, completing homework and attending progress evenings and other school events.	Parents will understand their child's ability and complete homework to support school learning, resulting in raised attainment.
Improved attainment and progress for disadvantaged pupils, particularly those on the SEND register.	Provision is matched to pupil need to support learning and ensure disadvantaged pupils make at least good progress and are in line with other pupils.
Improved attendance for all pupils leads to improved attainment and progress.	Attendance at or above national, persistent absenteeism to be reduced to be below national.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £56,632.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils are given timely feedback to promote their learning- Visible Learning (VL) approach now embedded, but to include pupil voice to ensure effectiveness of feedback and response to marking.	VL evidence and EEF evidence highlights positive impact of feedback on pupils' progress. EEF Evidence +6 months-feedback	2
Pupils are clear about the desired outcomes. Teacher clarity enables pupils to co-constructed success criteria, appropriate WAGOLLs and the learning environment encourages independent learning.	VL evidence of teacher clarity has a positive impact on pupil attainment	2
Improvement in reading comprehension strategies through the continued refinement of the Reading Fluency and Precision Teaching approach to the teaching of comprehension skills, inclusion of reading for pleasure elements.	EEF Reading comprehensions strategies +6 months.	2

The implementation of the Read Write Inc approach. Phonic & literacy support- adults are trained and mentored to ensure high quality of provision for all pupil groups.	Grouping of pupils provides targeted support phonics/ literacy activities at required level EEF phonics +5 months.	2
Provision of RWInc resources to ensure that the fidelity of the program is maintained, and staff training and skills remain current.	EEF phonics +5 months.	2

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

Budgeted cost: £75,423.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed support to provide timely support to ensure pupils do not fall behind their peers, specifically in Reading, Writing and Maths - small group support (keep up and catch ups) Running of Early Bird groups in spring and summer term.	Certain pupils will require additional support, re-teaching or revising work to consolidate their learning. EEF evidence +4/6 months	2,5 & 6
Contribution towards the non-class based SENDCo time to support dis-advantaged pupils.	35% of the SEND pupils are also disadvantaged, many of their barriers to learning need specialist support.	2,5 & 6
1 day a week speech & language therapy to both work with individual and small groups but also support teachers and TAs in delivering bespoke work packages.	+5 months EEF Focus on early intervention for EY pupils and continuing into yr. 1 as required.	1 & 2
Employment of additional teaching assistants to support small group interventions.	EEF small group tuition +4 months progress.	2,5 & 6

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

Budgeted cost: £27,714.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO bought in from EWS services, attendance rewards for classes, prompt response to dropping attendance.	Good attendance is linked to high attainment, targeted on persistent absenteeism initially and sub 95% attendees. Overall school target above national.	4 & 5
Access to MAST services, part of subscription to Plymouth Excellence Cluster providing pastoral support to children and families	+4 months EEF Prompt referral for specialist support as required ensuring timely interventions.	3 & 4
Enrichment opportunities to increase the culture capital	Children leave the school as well rounded individuals ready to continue the next stage in their learning.	3 & 4

Provide school run wrap around care provision for children in the school community including disadvantaged children.	+3 months EEF Children are ready to access their learning at the start of each day, because of the structure and calm environment provided by the wrap around care provision.	2,3,4,5
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Total budgeted cost: £159,770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Pupil outcomes

Subject	KS2 Actual Attainment 2024	PP Actual Attainment 2024	PP baseline September 2023
Reading	68%	50%	30%
Writing	80%	56%	40%
Maths	73%	56%	15%
RWM combined	62%	44%	15%
GPAS	68%	56%	25%

Subject 2023-24	Percentage outcome	PP outcome	PP baseline
Phonics Y2	100%	100%	20%
Phonics Y1	89%	66%	17%
GLD	73%	39%	25%

Personal Development and Curriculum Enrichment

Disadvantaged pupils are encouraged to attend clubs and partake in trips (including residential). Cost should not be a reason for children to not attend these enriching activities.

All disadvantaged children who wanted to attend after school clubs, did so; the most popular clubs were outdoors club and externally run football clubs.

Children who wanted to attend residential and enrichment curriculum trips did so in each year group.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Maths Mastery	PLP maths hub linked to NCTEM
Music provision	Plymouth Youth Music Service
Sport provision	Plymouth Argyle Community Trust