



Pupil premium strategy statement

Stoke Damerel Primary 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 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	400
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Annie Blackie
Pupil premium lead	Annie Blackie
Governor / Trustee lead	Nick Buckland

Funding overview 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£138,535
Recovery premium funding allocation this academic year	£15,515
Pupil premium funding carried forward from previous years	£10,182
Total budget for this academic year	£164,232

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential, and perform, at least in line with, their non-disadvantaged peers.

Our approach is to be responsive to individual needs and challenges, diagnosed from robust assessments. The approaches we have adopted complement each other to help pupils succeed.

To ensure they are effective we will:

- provide Quality First Teaching for all pupils
- ensure disadvantaged pupils are challenged in the work they are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified
- diminish the difference between those identified as disadvantaged pupils and non-disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils often, but not always, live in families characterised as having low parental engagement and low aspirations which can result in negative attitudes towards learning and reduced effort, progress and attainment. Challenges for parents and carers beyond those caused by financial disadvantage such as emotional/mental health challenges, welfare and safeguarding needs and environmental circumstances, can be a barrier to acting upon aspirations for their children.
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	Parents with poor language and communication skills, can limit the pupils' ability to communicate and understand spoken instructions. Assessments and observations show underdeveloped oracy skills and limited vocabulary among many disadvantaged pupils.
4	Disproportionate numbers of disadvantaged pupils are also on the SEND register, limiting their literacy understanding and fundamental basic number understanding.
5	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.

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
Increased parental engagement within school life: attendance at progress evening meetings, completing homework with their children, attending after school events. Additionally, coming to parent support groups at school.	Completing home reading and other homework tasks to support school learning, resulting in raised attainment in core subjects. Parents attending progress evenings.
Pupils' have improved oral language skills and are able to communicate effectively with others and understand and follow spoken instructions.	Pupils will have the confidence and ability to talk about their learning and communicate with adults and children
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 pupils will lead to improved attainment and progress.	Attendance to be at 96% and persistent absenteeism to reduce to 10%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils are clear about expected outcomes. Teacher clarity enables pupils to use and co-construct success criteria, use appropriate WAGOLs and the learning environment encourages independent learning.	Visible Learning approach and clarity of teaching and learning has a positive impact on pupil attainment.	1
All staff receive regular training delivered by for behaviour management and classroom management strategies.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop quality teaching.	1
All teaching staff receive training and ore subjects (including Read Write Inc.) to ensure teaching is of high quality throughout the school.	Support to develop quality first teaching for all members of staff has positive effect on quality of teaching.	1,4
Introduction of parent/carer coffee mornings and courses for parents to attend and deliver reading (RWI support) and behaviour and attitudes towards learning, led by SENDCO and external agencies.	Increase parental engagement in school and raise pupil performance - Parental engagement has a positive impact on average of 4 months additional progress	1,4
Consultancy support to enhance the teaching of mathematics across the school – through support of the subject leader	Support to develop quality first teaching	1

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

Budgeted cost: £88,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Contribution towards the 3 rd Year 6 teacher to support disadvantaged children in smaller classes.	Smaller class sizes enable the teacher to give increased attention to pupils resulting in +2 months increase (EEF)	1,2
Tutor employment for 1:1 tuition for disadvantaged pupils in core subjects – 40% from Recovery Funding, added to School Led Tuition grant.	+ 6 months impact (EEF) for pupils receiving tuition on a regular basis for a period of 10 weeks	2
ELSA, speech and language and additional bespoke support for individuals and small groups, delivered by Teaching Assistants and SENDCO	Well-developed language and subsequent literacy skills are crucial factors in ensuring access to the whole of the curriculum	3

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

Budgeted cost: £41,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise attendance to Breakfast and afterschool clubs.	Increase in attendance and punctuality meaning pupils are on time and ready to work.	2,5
Subsidise inclusion lead to monitor and improve attendance.	Good attendance (95+) is linked to high attainment.	5
Subsidising extra-curricular and residential trips.	Providing opportunities for pupils to partake in new and varied experiences. A direct link between household income and participation for almost all extra-curricular activities shows children from the poorest households are much less likely to take part in any extra-curricular activity, but particularly music and sport.	2

Total budgeted cost: £164,232

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020-2021 and 2021-2022; results will not be used to hold schools to account.

EXS+	Reading %	Writing %	Maths %	Combined %
Reception	73	71	76	71
Y1	73 (Phonics 85)	68	71	66
Y2	72 (National 68)	63 (National 59)	76 (National 70)	61
Y3	78	75	79	71
Y4	76	74	76	71
Y5	78	70	73	67
Y6	68 (National 74)	78 (National 69)	68 (National 71)	61
GDS	Reading %	Writing %	Maths %	Combined %
Reception	19	14	0	0
Y1	27	18	23	16
Y2	30 (National 26)	19 (National 16)	26 (National 22)	15
Y3	36	28	26	21
Y4	28	29	31	21
Y5	42	33	28	22
Y6	31 (National 27)	29 (National 20)	20 (National 27)	10

Teacher assessment was made in Reception, Y1, Y3, Y4 and Y5 and statutory tests were taken at Y2 and Y6. Above are the results.

The progress made was at least good or better since the Covid pandemic.

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
Maths Mastery	PLP maths hub linked to NCTEM
Read Write Inc	Ruth Miskin
Good to Great	ECM Education