

# Pupil Premium Strategy Statement 2023-24

## Stoke Damerel Primary Academy



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	407
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Annie Blackie
Pupil premium lead	Annie Blackie
Governor / Trustee lead	Katherine Turner

### Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£161,245.00
Recovery premium funding allocation this academic year	£15,080.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£176,325</b>

# 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 at the end of KS2
- 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 extra curricular activities and trips

## 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 3 wider communities and the world around them, lessening their cultural capital existence and experiences.
3	High number of children requiring emotional / welfare support in order 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 attainment. 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.
Increased parental engagement within school life, by supporting their children at home, completing homework and attending progress evenings and other school events.	Parents will have an understanding of 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 close to 97%, persistent absenteeism to be reduced 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: £20,063.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff and external agencies to develop speech and language skills for pupils. Regular sessions to ensure children are able to communicate with others and explain thoughts, having enough vocabulary.	DFE studies show, increasingly it is recognised that children with identified language difficulties achieve less academic success than their peers at both primary and secondary school age.	1
Pupils are clear about the desired outcomes. Teacher clarity enables pupils to co-constructed success criteria, appropriate WAGOLs and the learning environment encourages independent learning.	VL evidence of teacher clarity has a positive impact on pupil attainment	3
Introduction of Colourful Semantics through school for disadvantaged pupils. Staff to be trained in using the programme effectively to support children with verbal communication and word and sentence organisation.	Assessment has shown progress in pupils' expressive language; for example, using a wider range of verbs, showing improved grammatical structure and lengthier phrases and sentences. Pupils are supported to contribute verbally more often in class.	1
The implementation of the Read Write Inc approach. Phonic & literacy support- adults	Grouping of pupils provides targeted support phonics/ literacy activities at required level	1

are trained and mentored to ensure high quality of provision for all pupil groups.	EEF phonics +5 months.	
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.	1

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

Budgeted cost: £129,683.05

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- Small group support (scoop 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 & 6
Contribution of 0.2 funding towards the non-class based SENDCo time to support dis-advantaged pupils.	70% of the SEND pupils are also disadvantaged, many of their barriers to learning need specialist support.	2,4 & 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 & 6
Employment of additional higher level teaching assistant to support small group interventions: contribution from the Recovery Fund to add to the School Led Tutor	EEF small group tuition +4 months progress.	2 & 6

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

Budgeted cost: £26,578.31

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 97%	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 – all pupils to access enrichment activities and residential.		3 & 4

**Total budgeted cost: £176,325**

## 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 2022 to 2023 academic year.

School performance data for the 2022/23 academic year should be used with caution given the ongoing impacts of the COVID-19 pandemic, which affected individual schools and pupils differently.

For a detailed report, click on the link below:

<https://www.analyse-school-performance.service.gov.uk/2023/School/KeyStage2/144843>

### 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
Reading Masters	Lambeth Teaching Schools
Maths Mastery	PLP maths hub linked to NCTEM