



Pupil Premium Strategy Statement

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stoke Damerel Community College
Number of pupils in school	1202
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2022
Date on which it will be reviewed	Annually
Statement authorised by	Craig Follett
Pupil premium lead	Craig Follett
Governor / Trustee lead	Jan Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£503,335
Recovery premium funding allocation this academic year	£145,113
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£648,448

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all children will receive disruption free lessons, quality teaching, a wealth of opportunities and be encouraged to take an active role in our school community.

As an inclusive Community College, our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove the soft bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Progress 8	Achieve positive progress for each disadvantaged child	September 2022 – reviewed annually
Attainment 8	Achieve national average for attainment for all pupils	September 2022 – reviewed annually
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	September 2022 – reviewed annually
Other	Improve attendance to national average	September 2022 – reviewed annually
Ebacc entry	Increase the percentage of students sitting the EBACC annually	September 2022 – reviewed annually
Other	Increase the number of pupil premium students taking part in extracurricular activities	September 2022 – reviewed annually

Challenges

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

Challenge number	Detail of challenge
1	Poor levels of literacy
2	Poor levels of numeracy
3	Poor attendance levels including high rates of exclusion
4	Lacking cultural capital and low aspirations for future destinations
5	A combination of a lack of skills to study effectively independently accompanied by an environment not conducive to such learning.

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
Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 4+ / 5+ in English and Maths.	<ul style="list-style-type: none"> • PP students to achieve, or exceed, 4+ basics, in line with national average for all students • Reduce the number of behaviour incidents logged for PP students, and bring in line with average for all students. • Increased engagement is evident in the classroom, access to the curriculum and progress. Improve pupil progress and outcomes for all and especially for key cohorts.
Improve pupil progress and outcomes for all and especially for key cohorts.	<ul style="list-style-type: none"> • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.
Improve literacy and numeracy levels so that pupils are able to access the whole curriculum.	<ul style="list-style-type: none"> • 90% of KS3 read at, or above, chronological reading age. • PP students to achieve, or exceed, 4+ basics, in line with national average for all students.

	<ul style="list-style-type: none"> • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • Standardised reading scores are in line, or above, national averages.
Improve attendance levels and limit exclusions.	<ul style="list-style-type: none"> • PA rate for PP will be in line, or lower than national averages. • PP students will achieve, or exceed, attendance percentages in line with national averages. • Increased parental engagement demonstrated through home visits log. • Attendance - First Day Calls - see PP students prioritised
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.	<ul style="list-style-type: none"> • 100% of PP students attend a meeting with the careers officer in year 11. • NEET figures for PP are in line with, or lower than, national average. • Number of students attending Extra curricular clubs shows a higher proportion of PP students than 'other'

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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy – all teachers are teachers of literacy. Appointment of literacy lead and commission of a literacy audit	EEF research highlights the following as low cost high impact strategies - Reading comprehension, phonics, oral language interventions,	1, 4,
All teachers to receive 12 development drop ins throughout the year to improve the quality of teaching and learning in every classroom across the College	Improving the quality of teaching will subsequently improve the outcomes for young people.	1, 2
All teachers to receive intensive curriculum CPD. Focusing on developing their subject knowledge, memory, cognition, knowledge retrieval etc so that they can ensure students have access to the best curriculum possible. Roll out of new ECT programme.	Improving the quality of teaching will subsequently improve the outcomes for young people. Understanding how students learn will improve our ability to teach them. The best performing schools in the country have a focus on curriculum.	1,2, 4
Ensure resources are given to ensuring SDCC online learning platforms are used effectively (SPARX, Tassomai and Bedrock), Uplearn at Post 16.	Independent learning and students ability to do this effectively is supported by a wide range of research in improving outcomes - we will teach our students HOW to do this.	5
All Post 16 students have timetabled independent study lessons on their timetable which are staffed and resources shared.	Independent learning and students ability to do this effectively is supported by a wide range of research in improving outcomes - we will teach our students HOW to do this and give them the time to do this.	5

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

Budgeted cost: £ 290,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Recruitment of specialist English and Maths teachers to deliver intervention and targeted support. aim to appoint primary trained specialist.	Literacy and numeracy skills entering Year 7 are lower for pupil's eligible for PP than for other pupils, which prevents them from making good progress throughout their years at SDCC and they are already switched off reading.	1, 2
Focus and support for TTRP, use of literacy lead to support and monitor, additional tutor groups enable smaller reading groups and NGRT tests to track and monitor reading ages.	Literacy and numeracy skills entering Year 7 are lower for pupil's eligible for PP than for other pupils, which prevents them from making good progress throughout their years at SDCC and they are already switched off reading.	1, 2, 5
Over 700 students are receiving one to one tuition or one to three tuition for 15 hours in either maths or english depending on where their biggest gap is.	One to one tuition ranks highly on the EEF strategy list. Students will be having bespoke tuition on areas where they have gaps.	1,2, 5

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

Budgeted cost: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Magic Breakfast (breakfast clubs) – implement effectively and increase the number of students taking advantage of the magic breakfast scheme.</p>	<p>Healthy meal to start the day, a large number of our PP students in particular did not have breakfast.</p> <p>PP students who attend clubs also tend to have a better attendance.</p> <p>Healthy lifestyle, healthy mind - supports our mental wellbeing work.</p>	<p>3, 4, 5</p>
<p>Maintain the large number of enrichment opportunities for our students. Ensure finance is not a barrier to any child attending an extracurricular club/trip</p>	<p>Continue to offer a fantastic number of enrichment opportunities. Improves attendance. Improves well being.</p>	<p>3, 4, 5</p>
<p>Attendance – improve levels of attendance for disadvantaged students - PP students are always prioritised with first day calling. Appointment of 3 new members to attendance team including an outreach worker to do home visits.</p>	<p>PP attendance nationally is below ‘other’. Attainment/progress v attendance are positively correlated.</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £ 650,000

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.

Results for PP v Other

GCSE

Progress 8 PP = -0.45 Non PP = +0.43

Attainment 8 PP = 36.56 Non PP = 46.76

Whilst there is still work to do in upper years the main reason for the large difference was a number of school refusers who were eligible for PP had a major impact on the above figures. Hence, the large amount of effort and adapted PP plan to now really hone in on attendance for PP students.

NGRT pupil premium students below ARE went from 57% to 50% demonstrating a 7% improvement over the year demonstrating a much more positive impact lower school and this culture is now spreading throughout as these students move up year groups suggesting the gap will be substantially closing..

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