



Community College

Stoke Damerel  
Community College  
**Pupil Premium Strategy  
Statement**

## Pupil premium strategy statement

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	1318
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	Annually
Statement authorised by	Matthew Oakes
Pupil premium lead	Matthew Oakes
Governor / Trustee lead	Jan Cole

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£519,172.90
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£519,172.90

## 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 a world class, 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. Our approach to inclusion is characterised by every day, high quality, inclusive teaching. This has the most benefit for the pupils who find learning the hardest and so reduces the need for individual adaptations. When we perfect high quality inclusive teaching, students with any form of disadvantage are particularly supported but ultimately, all children succeed. 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 strategy 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.

### Challenges

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

Challenge number	Detail of challenge
1	Weaker foundational knowledge in literacy
2	Weaker foundational knowledge in numeracy
3	Poor attendance levels including high rates of suspension
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
<p>Improve pupil behaviour for learning and active engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 4+ / 5+ and 7+ in English and Maths.</p>	<ul style="list-style-type: none"> <li>• PP students to achieve, or exceed, basics measures, in line with national average for all students</li> <li>• Logs of behaviour incidents are proportionate with the percentage of PP children in school, if not lower.</li> <li>• Increased engagement is evident in the classroom through effective implementation of active engagement strategies, enabling all students to access the curriculum and improve progress.</li> </ul>
<p>Improve pupil progress and outcomes for all and especially for key cohorts.</p>	<ul style="list-style-type: none"> <li>• PP students to achieve, or exceed, basics measures, in line with national average for all students.</li> <li>• PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</li> <li>• PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.</li> </ul>
<p>Improve literacy and numeracy levels so that pupils are able to access the whole curriculum through embedding Tier 3 vocabulary within lessons and timely interventions.</p>	<ul style="list-style-type: none"> <li>• 100% of KS3 read at, or above, chronological reading age by the end of Year 9.</li> <li>• PP students to achieve, or exceed, basics measures, in line with national average for all students.</li> <li>• PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</li> <li>• Standardised reading scores are in line, or above, national averages.</li> </ul>

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

## 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: £ 250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy – all teachers are teachers of literacy. Appointment of literacy lead and commission of a literacy audit. Focus on developing RWI and Lexia.</p>	<p>EEF research highlights the following as low cost high impact strategies - Reading comprehension, phonics, oral language interventions,</p>	<p>1, 4</p>

All teachers to receive 9 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. Marzano (1997) states, "Research tells us that the teacher is the single most important factor affecting student achievement – at least the single most important factor that we can do much about."	1, 2
All teachers to receive intensive curriculum CPD. Focusing on developing student subject knowledge, memory, cognition, knowledge retrieval etc so that they can ensure students have access to a World Class curriculum.	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 ensure SDCC online learning platforms are used effectively (SPARX, maths, Science and Reader), 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/assessment 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: £ 225,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Recruitment of specialist English and	Literacy and numeracy skills entering Year 7 are lower for pupils eligible for PP	1, 2

Maths teachers/tutors to deliver intervention and targeted support.	than for other pupils, which prevents them from making good progress throughout their years at SDCC and they are already switched off reading.	
Focus and support for TTRP, use of literacy lead to support and monitor, additional tutor groups enable smaller reading groups and regular assessments to track and monitor reading ages.	Literacy and numeracy skills of those entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress throughout their years at SDCC.	1, 2, 5
Over 200 students are receiving one to one or small group tuition around reading /comprehension.	One to one tuition ranks highly on the EEF strategy list. Students receive bespoke tuition to improve literacy through RWI/Lexia.	1,2, 5

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Magic Breakfast (breakfast clubs) – implement effectively and increase the number of students taking advantage of the magic breakfast scheme.	Healthy meal to start the day, a large number of our PP students in particular did not have breakfast. PP students who attend clubs also tend to have a better attendance. Healthy lifestyle, healthy mind - supports our mental wellbeing work.	3, 4, 5
Maintain the large number of enrichment opportunities for our students. Ensure finance is not a barrier to any child attending an extracurricular club/trip	Continue to offer a fantastic number of enrichment opportunities and targeted encouragement of involvement for PP pupils. Improves attendance. Improves well being. (The Centre for Young Lives (CfYL) - commissioned by The Duke of Edinburgh’s Award (DofE) and NCS Trust (National Citizen Service).	3, 4, 5

<p>Attendance – improve levels of attendance for disadvantaged students - PP students are always prioritised with first day calling. Enhanced attendance team includes 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>
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**Total budgeted cost: £ 555,000**

## 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 2024 to 2025 academic year.

Results for PP v Other

GCSE

Attainment 8 (2024/25) 35.80. PP A8 31.2. Gap - 4.6

Attainment 8 (2023/24) 38.41. PP A8 31.73. Gap - 6.78

This data demonstrates that the gap between PP and non-PP is closer showing impact of our strategies and approaches over time, particularly for PP students - well below the national average gap of 15.4.

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 (functional skills qualifications taken and passed but don't count within Attainment 8 scores). Hence, the large amount of effort and adapted PP plan to now really hone in on attendance for PP students, as well as improving their literacy.

A combination of KS2 SATs Reading outcomes, SPARX Reader assessments and RWI full assessments, demonstrates that children enter the school with reading ages below average. Despite this, over half of RWI students last year demonstrated progress and successfully graduated from the programme.

Progress for all students (including PP) is a direct result of our approach to improving teaching. Teaching is also showing improvement over time through targeted and bespoke CPD, with 80% of teachers meeting their previous target identified through our Developmental Drop Ins.

## 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*

<b>Programme</b>	<b>Provider</b>
Embedding Formative Assessment	EEF/SSAT