

Martlesham Primary Academy: Pupil Premium Strategy 2019 – 2020 and Review



1. SUMMARY INFORMATION

School	Martlesham Primary Academy				
Academic Year	2019-20	Total Pupil Premium Budget	£23,420	Date of Most Recent Pupil Premium Review	February 2020
Total Number of Pupils	99	Pupils Eligible for Pupil Premium	22	Date for Next Internal Review of this Strategy	May 2020
Total Number of Pupils Eligible for Pupil Premium in EYFS			0	Total EYFS Pupil Premium Budget	£0

2. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PUPIL PREMIUM, INCLUDING HIGH ABILITY)

In-School Barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Children with pupil premium nationally do not achieve as highly as other pupils. At Martlesham we seek to raise the achievement of pupil premium pupils so it is equitable to that of other pupils, including securing accelerated progress for those pupils who are behind their peers. |
| B. | Pupils from families with lower income are less likely to have a range of opportunities and experiences beyond the local area which limits their cultural capital and breadth of understanding of the wider world. |
| C. | Pupils from our disadvantaged families sometimes have low self-confidence and poor self-image, which also limits their aspirations. Linked to this, social, emotional and mental health impacts on learning behaviours, which in turn affect readiness and ability to engage with the curriculum and sustain progress. |

External Barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Access to extra-curricular activities such as educational experiences and residential. |
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3. DESIRED OUTCOMES

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the rates of progress for pupil premium pupils across the school, with accelerated progress expected for those pupil premium pupils who are lagging behind their peers in standardised scores in termly tests. Ensure this is regularly reviewed through Pupil Progress Meetings so all staff are securely aware and accountable. All pupils to be targeted appropriately.	In standardised tests (may be appropriately adjusted for individual pupils): <ul style="list-style-type: none"> • Pupils below a score of 90 increase by at least 8 by end of year. • Pupils below a score of 100 increase by at least 5 by end of year. • Pupils with a score between 110 and 115 increase score so they are above 115 by end of the year (more able pupils).
B.	To ensure the development of the curriculum provides enrichment and exposure to a wide range of experiences which increase pupils breadth of understanding of the wider world.	Disadvantaged pupil's quality of engagement and work across the curriculum is high and there are a range of exceptional learning opportunities planned for pupils.
C.	The school pro-actively supports and develops pupils well-being and mental health through coordinated and systematic strategies: THRIVE sessions have a positive impact on the children with emotional and mental health needs.	THRIVE assessments show that regular THRIVE has a positive impact on pupil premium children.

4. PLANNED EXPENDITURE

Academic Year

September 2019 to August 2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Teaching for All Pupils

Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
<p>In all year groups, children with pupil premium to make rapid progress and diminish the difference with other pupils in core subjects by improving standardised score in tests:</p> <ul style="list-style-type: none"> • Pupils below 90 to improve score by 8 • Pupils below 100 to improve score by 5 • Pupils above 100 to improve score by 3 <p>(Specific metrics may be adjusted as appropriate for individuals).</p>	<p>Weekly use of interventions to fill gaps in learning.</p> <p>PiXL Strategies and Therapies (Y2 and Y6)</p> <p>Quality first teaching including training and support for teachers.</p> <p>Additional staff / TAs as needed to deliver interventions to targeted pupils across the school.</p>	<p>PiXL has proven to be historically successful in raising outcomes, including:</p> <ul style="list-style-type: none"> • Use of interventions / therapies • Tracking strategies. • Question Level Analysis. • Precise assessment to support teaching and intervention. <p>Rising Stars (PIRA/PUMA) standardised tests have the largest sample for nationalised standardisation for all year groups. The Y6 tests also have the highest correlative to SATS results out of all nationally published tests.</p>	<p>Intervention and plan and time table that is reviewed each half term.</p> <p>External scrutiny with Deputy Director for Education Cluster 6.</p> <p>Pupil progress reviews.</p> <p>Learning walks.</p> <p>Book monitoring.</p> <p>Half-termly pupil progress reviews with Teachers (by Head Teacher) focusing on targeted pupils.</p>	<p>LH KS EC</p>	<p>Termly</p>
Total Spend	<p>LSA Staffing Costs for Interventions (£12.85 per hour, 12 hours per week, 38 weeks)</p>		<p>PiXL Primary Membership Fee</p>	<p>£2,352</p>	
				<p>£5,860</p>	
				<p>£8,212</p>	

ii. Targeted Support					
Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
Access to extracurricular activities such as educational experiences and residential trips.	Offer of additional clubs for children in the school day and outside of school.	Offer extended opportunities for the children which focus on the arts and sports for children to be successful	All staff to run a lunch club. After school clubs to be offered to build talents.	EC	Termly
To ensure the development of the curriculum is fit for purpose given what we know about our pupil premium pupils who have limited experience beyond Ipswich.	In line with the School Development Plan and following scoping work in Autumn Term (Head Teacher to work with RD, Education Consultant and Head Teacher of local school).	Linked to plans to develop the depth, breadth and progression of skills so they are more sharply defined within our curriculum. We need to ensure this curriculum promotes cultural capital and those experiences that will be of value to our pupil premium pupils.	See School Development Plan. Support from Head Teacher of local school (Gunton) with a strong curriculum. Uniform allocation for disadvantaged pupils.	EC / Middle Leaders	Termly
Total Spend	£100 per pupil premium pupil to be spent on school trips, clubs and uniform (24 x £100) After School Club supplement (£1 per child charged, costs £25) IPSSA Membership Fee Year 3, 4, 5 and 6 Swimming Lessons and TA Support			£2,400 £1,710 £ 100 £1,075 £5,285	

iii. Other Approaches					
Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
THRIVE sessions have a positive impact on the children with emotional and mental health needs.	Weekly THRIVE sessions for identified children.	THRIVE is a nationally recognised initiative. It also has proven impact on key pupils at our school.	THRIVE assessments each term – with clear measures for progress. Communication with parents.	LH / JO	Termly
Total Spend	Thrive LSA Costs for Interventions (£16.07 per hour, 16 hours per week, 38 weeks)			Thrive Training £ 153 £9,770 £9,923	