

Martlesham Primary Academy Pupil Premium Strategy Statement 2020-21

School Overview

School Name	Martlesham Primary Academy
Pupils in School	108
Proportion of Disadvantaged Pupils	29%
Pupil Premium Allocation this Academic Year	£34,625
Academic Year Covered by Statement	2020 – 2021
Publish Date	Autumn 2020
Review Date	July 2021
Statement Authorised By	
Pupil Premium Lead	Emma Churchman
Governor Lead	

Disadvantaged Pupil Progress Scores for Last Academy Year

Measure	Score
Reading	N/A due to COVID19
Writing	N/A due to COVID19
Maths	N/A due to COVID19

Strategy Aims for Disadvantaged Pupils

Measure	Score
Meeting Expected Standard at KS2	
Achieving High Standard at KS2	

Measure	Activity
Priority 1	The pupil premium will be used to provide additional educational support to improve the progress and raise the standard of the achievement for these pupils. (PIXL)
Priority 2	The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
Barriers to learning these priorities address	
Projected spending	PiXL membership £2,382 Pupil premium allocation to be spent on school clubs, trips and uniform (£100 x 32) £3,200 Music Lessons for Year 3 £1,181

Teaching Priorities for Current Academic Year

Aim	Target	Target Date
Progress in Reading	30% (3/5 disadvantaged) to achieve ARE	July 2021
Progress in Writing	30% (3/5 disadvantaged) to achieve ARE	July 2021
Progress in Maths	30% (3/5 disadvantaged) to achieve ARE	July 2021
Phonics	3/5 disadvantaged to achieve 33+ in phonics screening	July 2021
Other		

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	New R2 staple diet introduced and staff trained. Half termly phonic assessments completed, and assessment inform groups that the children are in. In addition to everyday phonics the identified children have phonic intervention to plug gaps in knowledge.
Priority 2	Build early reading skills through regular reading experience using reading books matched to pupil ability and phonic stage.
Barriers to learning these priorities address	
Projected spending	LSA staffing costs for interventions (£13.80 per hour, 12 hours per week, 38 weeks) £6,293

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	To deliver the THRIVE programme to support the children's mental and emotional wellbeing.
Priority 2	To provide emotional support for service children using props and books to explore feelings and emotions.
Priority 3	To provide Forest School learning to support the children's mental and emotional wellbeing.
Barriers to learning these priorities address	
Projected spending	Thrive Lead (3 days a week) £16,875 Thrive Membership £255 Service Child Support £300 Forest School Sessions (Teacher £27 per hour, 2.5 hours per week, 38 weeks) £2,565 Off Site Forest School Intervention £1,580

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Gaps in prior learning.	Clear intervention time table to meet needs. (Alongside Catch Up Strategy)
Targeted support	No. of children working below ARE	
Wider strategies	Termly assessments for the identified children to see the progress they have made from their baseline THRIVE assessment.	SENDCo and THRIVE lead to monitor individual pupil progress and to change plans as and when required. Parents involved in the plan and support where appropriate at home. THRIVE lead to continually support teachers with strategies that support the child's development.

Review: Last Year's Aims and Outcomes

Aim	Outcome