

Pupil Premium Strategy Statement – Martlesham Primary Academy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged children.

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	Martlesham Primary Academy
Number of pupils in school	119 (October 2021 Census)
Proportion (%) of pupil premium eligible pupils	23% (27/119)
Academic year/years our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Churchman
Pupil premium lead	Emma Churchman
Governor / Trustee lead	Alison Davis

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,315
Recovery premium funding allocation this academic year	£5,635
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£44,950

Part A: Pupil Premium Strategy Plan

Statement of intent

At Martlesham we seek to raise the achievement of pupil premium children, so it is equitable to that of other children, including securing accelerated progress for those children who are behind their peers.

Key Principles

- Improve academic attainment for pupil premium children impacted by COVID19 lockdowns.
- Improve the personal, social and emotional skills for children eligible for pupil premium.
- Increase accessibility for school experiences to pupil premium children beyond the classroom.

Implementation

- Academic interventions in place to support pupil premium children and enhance progress over time.
- Use of PiXL therapies to teach gaps in children's academic skills and knowledge.
- Delivery a robust speech and language programme for children in EYFS and Key Stage 1.
- Deliver precise phonic intervention to ensure there are no gaps in phonic knowledge.
- Regular pupil progress meetings to track progress and attainment of the pupil premium children over time.
- Key texts are purchased for all pupil premium children, so they engage fully in the shared reading experience at Martlesham.

- A clear Thrive programme to support pupil premium children and enable them to make good progress over time in their personal, social and emotional wellbeing.
- Partnerships of parents and families to assess the progress made on the Thrive programme.
- Funding to support pupil premium children to participate in after school activities, educational visits and residential.
- All pupil premium children have a forest school learning experience in every year group.

Challenges

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

Challenge Details	
1.	Children with pupil premium nationally do not achieve as highly as other children. COVID19 lockdowns in 2020 and 2021 have meant some children were unable to access some aspects of the curriculum despite being supported by the school.
2.	Children from 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.
3.	Children 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. This includes access to extra-curricular activities as well as education experiences and residential.

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
Pupil premium will be used to provide additional education support to improve the progress and raise the standard of the achievement for these children.	Children eligible for pupil premium will make rapid progress by the end of the year. This will mean greater numbers of children reach age related expectations.
The school will use the additional funding to address any underlying inequalities between children eligible for pupil premium and others.	100% of children will engage in school learning experiences within the curriculum and beyond.
To deliver the Thrive programme to support the emotional health and wellbeing of all children.	Thrive assessments show regular Thrive sessions impact positively on the children's mental health and emotional wellbeing.
Disadvantaged children's quality of engagement and work across the curriculum is high and there are a range of exceptional learning opportunities planned for children.	Pupil premium children's work is of a high standard in all books. Pupil premium children talk of a love of learning across the curriculum and beyond.

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: £1,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly CPD for teachers based on effective reading strategies.	CPD to support the teaching of reading at Martlesham using PiXL resources to support. Research states developing proficient reading strategies from a young age is not only for academic success but for success in all areas of life.	1 and 2
Training for how to use of an online platform to set assignments for groups of children by all teaching teams.	The online platform was purchased last year to support with our remote learning offer. This year we will refine this to ensure we target the gaps in children's skills and knowledge. This will also support the children have to isolate and remote learn. Parent voice shows this has a positive impact on learning.	1 and 2

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

Budgeted cost: £18,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
15 hours per week of interventions provided by Learning Support Assistants.	Research shows the importance of fostering good oral language skills are the cornerstones of English skills. (National Institute of Child Health and Human Development 200).	1
Additional 12 hours per week of targeted in house tutoring for identified children.	Catch up plan in 2020-21 evidenced significant progress for all identified children who received in house tutoring (see in house data). The working paper by the NWEA projects the learning loss they thought may happen due to missed learning. March 2021.	1
PiXL Primary Membership.	PiXL has proven to be historically successful in raising outcomes including use of interventions / therapies, tracking strategies, question level analysis and precise assessment to support teaching and intervention.	1

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

Budgeted cost: £24,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Thrive Lead for 21.25 hours per week, Thrive membership, training and resources.	EEF shows that social and emotional learning has a moderate impact of four months gained for children who require further social and emotional development, including improving, their self-management of emotions and cognitive elements of learning.	2
Allocation of £100 per pupil premium child for extra-curricular activities, key text, educational visits and uniform.	Families eligible for pupil premium do not always notify the school of their status. This incentive ensures more children and families are can access uniform etc.	3
To provide emotional wellbeing support for service children.	<p>Taken from Service Pupil examples of best practice September 2021. "Extra-curricular activities to enable service children to participate in activities they may not have been able to do due to the absence of one of their key adults."</p> <p>In additional social and emotional support from our trained Thrive lead.</p>	2
To provide forest school experiences to support the children's mental an emotional wellbeing.	Pupil Voice and Parent Voice indicates children love learning outdoors and developing core Forest School skills.	2 and 3

Total budgeted cost: £44,950

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 2020 to 2021 academic year.

At MPA a large % of the pupil premium funding is allocated towards THRIVE. This was a key priority after two lockdowns. We saw a significant impact on the children's anxiety levels. However, from tailored support we saw 100% of children make progress in their THRIVE programmes. Children were happy to be at school this can be evidenced from pupil perceptions and attendance rates also show this. We ended the year with 97% attendance. This is higher than the National Average. We also used funding to meet gaps in learning and this enabled children to make accelerated progress in reading, writing and maths from their start of year baselines. In the early years there was a focus on early reading and writing and writing through using a phonics programme to address gaps in learning. 75% of Y1 children were at expected level. 91% of the Y2 children were at expected level.

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
Spelling Shed	Education Shed Limited
Maths Shed	Education Shed Limited
PiXL Membership	The PiXL Club
Thrive Approach Membership	Fronting the Challenge Projects Limited

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Learning and play resources and support through play and social therapy.
What was the impact of spending on service pupil premium eligible pupils?	EYFS child able to use learning and play resources too communicate feelings and emotions.