

Pupil Premium Strategy Statement – Martlesham Primary Academy

This statement details our school's use of pupil premium for the 2022 to 2023 academic year 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	121 (October 2022 Census)
Proportion (%) of pupil premium eligible pupils	24% (29/121)
Academic year/years our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
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	£41,550
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£45,900

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 the current financial crisis.
- 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. With the current financial crisis children and families are facing financial challenges.
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 this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for how to use of an online platform to set assignments for groups of children by all teaching teams.	The online platform enables the children to develop basic skills in spelling, phonics and maths. This is monitored and all children to have access.	1 and 2
Termly CPD for teachers based on effective reading and maths strategies.	CPD to support the teaching of reading and maths at Martlesham using PiXL and White Rose Maths 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
Thrive Programme.	There is a successful Thrive programme established in school, with all children currently accessing the programme being in receipt of pupil premium. The existing Thrive Lead has resigned but a new Pastoral Lead and Thrive Practitioner has been appointed. Senior Leadership Team will be trained to oversee the programme and the new appointment will lead the programme.	1 and 2

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

Budgeted cost: £17,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
27.50 hours per week of interventions provided by Learning Support Assistants and HLTA.	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
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: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Thrive Lead for 15.25 hours per week, Thrive membership and Thrive training.	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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil progress tracking and meetings.	Due to results in all areas being above the national at the end of 2021/22 school year. We have decided to continue to hold pupil premium progress meetings half termly with Head Teacher and Teaching Teams to track progress in reading, writing and maths. These meetings ensure children are making good progress across all areas and strategies can be adapted as necessary.	1
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 a contribution towards school costs. In addition, this will be extended to families struggling with the financial crisis.	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 via the Thrive Programme.</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. All children receive this experience. In addition, one pupil is attending off site Forest School provision once a week to support their emotional wellbeing.	2 and 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Behaviour systems	We have an array of positive behaviour systems in place including Good to be Green behaviour scheme, Kindness Award, Thrive Ambassadors, Reading Ambassadors, Times Table Ambassadors, Number Bond Ambassadors, the Learning Power Cup, Head Teacher Awards, Top Table and Magnificent Manners Awards and Play Leaders. All of these boost self-esteem and self-worth.	1 and 2

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.

At MPA a large % of the pupil premium funding is allocated towards THRIVE. 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 attendance 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. 89% of Year 1 children were at expected level. 88% of the Year 2 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?	Year 1 child able to use learning and play resources to communicate feelings and emotions.