

Pupil Premium Strategy Statement – Martlesham Primary Academy

This statement details our school's use of pupil premium for the 2024 to 2025 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	116
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years our current pupil premium strategy plan covers	2024 – 2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Churchman
Pupil premium lead	Emma Churchman
Governor / Trustee lead	Alison Davis

Funding Overview

Detail	£?
Pupil premium funding allocation this academic year	£45,428
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£45,428

Part A: Pupil Premium Strategy Plan

Statement of intent

At Martlesham Primary Academy 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.

High Quality teaching is the heart of our approach, with a focus on areas where disadvantaged require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

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/ SEND meetings to track progress and attainment of the pupil premium children over time.

Key texts 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.

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.
4.	Observations and discussions with children alongside research show that pupils in receipt of disadvantaged funding can become passive or reluctant learners.

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. We want all children to achieve National Outcomes.	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.	Disadvantaged children's work is of a high standard. Disadvantaged children talk of a love of learning across the curriculum and beyond. They are prepared for their next stage in learning. All children are actively engaged in learning tasks.

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: £32,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for how to use an online platform to set assignments for groups of children by all teaching teams – Ed shed	<p>The online platform enables the children to develop basic skills in spelling, phonics, and maths. This is monitored and all children have access in school and at home.</p> <p><i>Judy Willis, writing in Psychology today, states that “Brain research tells us that when the fun stops, learning often stops too”.</i></p>	1 and 2
Termly CPD for teachers based on effective reading and maths strategies.	<p>CPD to support the teaching of reading and maths at Martlesham using PiXL and White Rose Maths resources to support.</p> <p>CLPE – research shows that using a range of high-quality texts within the core of the reading curriculum is at the heart of a school's successful approach to engage and support children to become more independent and motivated readers.</p> <p>/What%20We%20Know%20Works%20-%20Choosing%20&%20Using%20Quality%20Texts.pdf</p> <p><i>The Teacher Development Trust states “The most effective way that leaders can improve outcomes for children and young people is to focus on professional development. It may be surprising but focussing on the quality of teaching alone brings greater improvement for learner outcomes”,</i></p>	1 and 2

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

Budgeted cost: 12,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching hours of pre teaching using white Rose Hub.	<p>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).</p> <p>The EEF report states this is a recommendation: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>https://www.headteacher-update.com/best-practice-article/pupil-premium-tracking-progress-challenges-and-involvement-a-case-study-poverty-disadvantage/231632/</p>	1, 2
PiXL Primary Membership	PiXL has proven to be historically successful at MPA in raising outcomes including use of interventions / therapies, tracking strategies, question level analysis and precise assessment to support teaching and intervention. Therapy groups operate in Y6 weekly and are used across the school. School results over time show the positive impact this has and ensures that children make progress from their	1, 2

	<p>starting points.</p> <p>https://www.innovativeeducation.org/blog/-the-pixl-club-an-introductory-guide</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Thrive Lead, thrive membership and Thrive training.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. "Giving time to teach children how to self-manage their emotions and cognitive elements of learning, can lead to enhanced progress of around 4 months across a year".</p> <p>EEF_Social_and_Emoional_Learning.pdf(educationendowmentfoundation)</p>	1, 2
Pupil progress tracking and meetings	<p>Results in 2023 were in line or above the National. We have found that professional conversations around robust data and actions have been beneficial for all children.</p> <p>We have decided to continue to hold pupil premium and an additional SEND progress meetings termly with Head Teacher and Teaching Teams to track progress in reading, writing and maths. These meeting</p>	1, 2

	ensure children are making good progress across all areas and strategies can be adapted as necessary.	
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 can access a contribution towards school costs. In addition, this will be extended to families struggling with the financial crisis.	1, 2 and 3
Identified children to match be match funded for wrap around care	Support for families where we match fund children to attend breakfast club and after school club. This to be reviewed termly.	1 and 2
To provide forest school experiences to support the children's mental and emotional wellbeing.	Pupil Voice and Parent Voice indicates children love learning outdoors and developing core Forest School skills. All children receive this experience in EYFS / Y1 / Y2.	2 and 3
Positive behaviour systems	<p>We have an array of positive behaviour systems in place including Good to be green behaviour system, 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 these boost self-esteem and self-worth.</p> <p>"Supporting the attainment of disadvantaged pupils 2015) states the obvious fact that children must be in school before they can access their learning. In addition, they need to demonstrate learning behaviours to make progress.</p>	1, 2 & 3

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 2023 / 2024.

Desired Outcomes	Success Criteria	Outcomes (PP data)
Pupil premium will be used to provide additional education support to	Children eligible for pupil premium will make rapid progress by the end of the	At the end of the year 28% of the children at MPA were Entitled to PP funding.

<p>improve the progress and raise the standard of the achievement for these children. We want all children to achieve National Outcomes.</p>	<p>year. This will mean greater numbers of children reach age related expectations.</p>	<p>. Reading 93% of the children made progress from their starting point. 15% exceeded ARE. 44% achieved ARE. However, 41% did not achieve ARE at the end of the year. We made reading in school a priority with all classes have volunteer readers and PP children are always heard first. Pupil progress meetings focus on any child not achieving ARE and PP children.</p> <p>Writing 100% made progress from their starting point. 7% exceeded ARE at the end of the year. 37% achieved ARE at the end of the year. 63% did not achieve ARE at the of the year.</p> <p>This is due to spelling and sentence construction. CPD area for staff next year.</p> <p>Maths 93% made progress from their starting point. 15% exceeded ARE at the end of the year. 30% achieved ARE at the end of the year. 70% did not achieve ARE at the end of the year.</p> <p>Look at use of interventions and impact. Look at Pre teaching to build skills before</p>
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		a lesson.
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.	<p>We extended the offer to families this year due to the cost-of-living crisis. We ensured that all clubs were free to PP children. We saw more children attend over the year.</p> <p>100% of children attended educational visits within and beyond their local community.</p> <p>100% of PP children got 3 books for reading at home in the year.</p>
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.	<p>This was very powerful with 100% of identified children making progress from their starting points. One child was able to graduate to be a THRIVE ambassador and support others.</p> <p>1 child moved from being – doing.</p> <p>4 children moved through 2 stages.</p> <p>3 children moved through 3 stages.</p> <p>Journalling happens twice a week and is used a tool to support children who are not feeling ok.</p> <p>This year the THROVE lead set up THRIVE floor books to document the progress the children made and celebrate their successes.</p>
Disadvantaged children's quality of engagement and	Disadvantaged children's work is of a high	Learning behaviour for all children improved last year.

<p>work across the curriculum is high and there are a range of exceptional learning opportunities planned for children.</p>	<p>standard.</p> <p>Disadvantaged children talk of a love of learning across the curriculum and beyond. They are prepared for their next stage in learning. All children are actively engaged in learning tasks.</p>	<p>There is some variation in outcomes and not all books in all subjects produce work of a consistently high standard. However, presentation is an important factor, and all children take pride in their work.</p> <p>PP children are a clear focus for Pupil progress meetings where SLT scrutinise work and identify next steps in learning. In these meetings we can see the progress that all children make. From books but also data.</p>
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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 – there are 0 children this year.

Measure	Details