

## Pupil Premium Strategy Statement – Martlesham Primary Academy

This statement details our school's use of pupil premium for the 2025 to 2026 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	125
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years our current pupil premium strategy plan covers	2025 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
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	£55, 916
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£55,916

## **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 monetary 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 dedicated pastoral support to support pupil premium children and enable them to make good progress over time in their personal, social, and emotional wellbeing.**

**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 monetary 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 support the personal, social, and emotional development of pupils through tailored pastoral support.	Children build strategies that enable them to manage their social, emotional, and mental health needs. This then enables the children to make good progress across all areas of the curriculum. Attendance of all disadvantaged children is good.
Disadvantaged children's quality of	Disadvantaged children's work is of a

<p><b>engagement and work across the curriculum is high and there are a range of exceptional learning opportunities Planned for children.</b></p>	<p>high 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>
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## 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: £14,110.18**

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 ED shed/ 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>	<b>1 and 2</b>
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. This year there is a focus on foundational skills.</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><b><a href="#">/What%20We%20Know%20Works%20-%20Choosing%20&amp;%20Using%20Quality%20Texts.pdf</a></b></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>	<b>1 and 2</b>

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

**Budgeted cost: £10,819**

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 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><a href="https://www.headteacher-update.com/best-practice-article/pupil-premium-tracking-progress-challenges-and-involvement-a-case-study-poverty-disadvantage/231632/">https://www.headteacher-update.com/best-practice-article/pupil-premium-tracking-progress-challenges-and-involvement-a-case-study-poverty-disadvantage/231632/</a></p>	<b>1, 2</b>
PiXL Primary Membership	<p>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 starting points.</p> <p><a href="https://www.innovativeeducation.org/blog/-the-pixl-club-an-introductory-guide">https://www.innovativeeducation.org/blog/-the-pixl-club-an-introductory-guide</a></p>	<b>1, 2</b>

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

**Budgeted cost: £30,986.82**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The employment of a part time pastoral Lead	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". <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation)</a>	1, 2
Pupil progress tracking and meetings	Results in 2024 were in line or above the National for all children. We reduced the gap between disadvantaged and non-disadvantaged but this year we want to reduce it further. We have found that professional conversations around robust data and actions have been beneficial for all children.  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 ensure children are making substantial progress across all areas and strategies can be adapted, as necessary.	1, 2
Funding available for all 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 monetary 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 and 3
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. This is available for all children at MPA from YR – Y6. We believe this positively impacts on the wellbeing of all children.	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, Reading Ambassadors, Times Table Ambassadors, ECO committee, Library Leaders, gardening club, Outstanding Achievement Award 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
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**Part B: Review of outcomes in the previous academic year- see other file on the website for full break down.**

**Pupil premium strategy outcomes – this will be completed at the end of this year.**

Desired Outcomes	Success Criteria	Outcomes (PP data)

**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
Letter Join	Green and Tempest
White Rose Maths	White Rose



<b>Language Link</b>	<b>Speechlink Multimedia</b>
<b>Little Wandle</b>	<b>Wandle Learning Trust</b>

**Service pupil premium funding – there are zero children this year.**

<b>Measure</b>	<b>Details</b>