

Martham Academy and Nursery

Pupil premium strategy statement

2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	Martham Academy and Nursery
Number of pupils in school	293
Proportion (%) of pupil premium eligible pupils	14.56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan 2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	S Mules
Pupil premium lead	S Mules
Governor / Trustee lead	Clare Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64020
Recovery premium funding allocation this academic year	£2970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66990

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What are our ultimate objectives for our disadvantaged pupils?

- *We want everyone to do their best they can so that when they leave us they have the skills and resilience to face challenges of the next stages of their lives and beyond for a happy future. To ensure that every effort is made to ensure that the children do not fall behind their non disadvantaged peers*

How does our current pupil premium strategy plan work towards achieving those objectives?

- *Focusing on Thrive and SEND interventions to ensure that children's Mental health and wellbeing, where needed are addressed first, to remove or reduce the barriers that prevent educational progress. We will continue to do this with further interventions to support disadvantaged pupils who have the potential with the correct support to achieve higher standards.*
- *The future focus will be to look at the progress of children who do not present with the above challenges to ensure that they still receive the support needed to reduce the gap between them and their non disadvantaged peers*

What are our key principles of our strategy plan?

- *We use allocated funding:*
 - *To ensure that disadvantaged pupils have access to quality first teaching*
 - *to provide Learning Support Assistants and Thrive Practitioners so that appropriate interventions are provided to support the individual needs of disadvantaged pupils and pupils who although not in receipt of Pupil premium we feel are disadvantaged (parents who are only just managing)*
 - *Funding for educational visit and residential so that no disadvantaged child misses these valuable experiences*
 - *to provide access to wraparound care where needed and free access to holiday clubs so that parents can work and children have opportunities that they would not have otherwise*
 - *Music lesson to encourage disadvantaged pupils to develop this skill and interest that they otherwise would not have access to*

- *The provision of a family support worker to help disadvantaged pupils and families help with specific needs and encourage family engagement*
- *CPD for staff on specific issues that affect the general cohort of disadvantaged pupils in the school*

Challenges

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

Challenge number	Detail of challenge
1	Making sure that Disadvantaged children do not fall further behind their non disadvantaged peers
2	That individual needs, both academic and social, of Disadvantaged Pupils are met.
3	High levels of disadvantaged pupils also have SEND and social and emotional needs, this means that the disadvantaged pupils who fall outside of these categories can be overlooked.
4	Many of our disadvantaged children do not have access to any extra-curricular activities within their family unit.
5	to continue to encourage parents, particularly disadvantaged pupils to engage with the school and our aspirations for their children.
6	Attendance in particular the term time holiday of pupils whose parents are in low paid seasonal work (coastal village)

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
<p>To develop and implement high quality teaching and learning for all with interventions to either pre teach or catch up for those pupils who need it.</p> <p>Through the use of instructional coaching teachers will develop a wider range of strategies to support the learning of disadvantaged pupils</p>	<ul style="list-style-type: none"> ● The gap between disadvantaged and non-disadvantaged children will narrow ● More disadvantaged children will achieve expected and higher standards

	<ul style="list-style-type: none"> Disadvantaged Pupils with SEND will make progress at least inline with set targets
<p>To ensure that disadvantaged children continue to be given every support to recover lost learning due to Covid-19.</p> <p>To provide targeted support for disadvantaged pupils who still need to catch up. Whole school focus on Maths, Reading and writing.</p> <p>Staff will look at the agreed data for Year Three Four Five, leaders will create an effective monitoring programme. Monitoring teaching, learning and progress.</p> <p>Work towards supporting children in yr 4 need to make accelerated progress in writing, more children by the end of year four will be achieving ARE Subject leaders will effectively monitor the quality of teaching/learning and progress.</p> <p>Subject Leaders will have a clear understanding of the progress of all children in all year groups and then know the improvements which need to be made in core subjects.</p>	<ul style="list-style-type: none"> Priority interventions will be given to disadvantaged pupils Provision of specific resources include access to technology for home learning All staff will be able to talk about the strategies that they use in class to ensure disadvantaged pupils are given every opportunity to progress at least in line with their non disadvantaged peers. Disadvantaged pupils will have made significant progress in Maths/English
<p>The parents of Disadvantaged Pupils will engage in a meaningful way with school and feel supported to help their children with learning in the home.</p> <p>In 2023/24 the school will focus on...</p> <ul style="list-style-type: none"> Behaviours and Attitudes Resilience/ independence Unpicking behaviours of learning, <p>Staff/parents will have a clear understanding of learning behaviours in each year group, this will be developed at home</p> <p>Parents of disadvantaged pupils will attend a variety of parent events provided.</p>	<ul style="list-style-type: none"> All disadvantaged pupil parents will attend parent consultations Disadvantaged pupil parents will attend events put on by the school for parents Parents will feel confident to approach the school and ask for help if needed Homework will be regularly completed included daily reading Targeted parents will complete Family Thrive sessions Targeted parents will attend training to support their children with anxiety Revisit workshops with parents Children will be able to talk about and demonstrate different hives for learning.

	<ul style="list-style-type: none"> • There will be an increased energy in children's approach • Behaviours to learning will underpin all aspects of learning in school, children will understand this and demonstrate these skills.
<p>Wider strategies- develop extra curricular activities.</p> <p>In 2023/24 personal development will continue to be carefully monitored and nurtured- extracurricular clubs at the start of the year for each year group to support resilience and mental health.</p> <p>The needs of disadvantaged pupils with SEND will be addressed to maximise opportunities for success</p>	<ul style="list-style-type: none"> • Wrap around care will support families trying to get back into work or respite for families with challenging children. • No disadvantaged child will miss out on activities that their non disadvantaged peers have access to • Family support for disadvantaged pupils during school holidays. • Whole school initiative of 'Opal' supports this in play. • Holiday Clubs offered for all Disadvantaged or vulnerable pupils • More lunchtime clubs to be provided with disadvantaged pupils being given priority.

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.

Budgeted cost: £46990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted interventions</i>	<p>LSA and Teacher booster/catch up/in class support (EEf+4)</p> <p>(small group tuition EEf +4)</p> <p>Small attainment groups (EEf+2)</p> <p>Effective and clear feedback to pupils at point of learning (EEF +6)</p> <p>Individualised instruction (EEF +4)</p> <p>One to one tuition (EEf+5)</p> <p>Giving skills to prepare children for life beyond the classroom using behaviour for learning bees and Thrive strategies.</p> <p>(EEf+7)</p>	1, 2, 3, 5,

	Create a robust monitoring system for all subject leaders to follow in order to measure the impact in all areas of school life.(EEf+5)	
<i>Use of instructional Coaching</i>	Mastering Learning (EEf+5)	1,2,3
<i>Continue to Embed Martham Bees for behaviour for learning and life</i>	Metacognition and self regulation (EEf+7)	1,2,3,5
<i>Use of Collaborative Learning in the classroom</i>	Collaborative learning approaches (EEf+5) Peer tutoring (EEf +5)	1,2,3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To develop interests and skills</i>	Extra curricular activities, such as P.E, Music, holiday clubs and breakfast clubs. (EEf+3)	4,6
<i>Education visits and residentials</i>	PP pupils in 4, 5 and 6 cost for the trips (Extending school time EEf+3)	1,2,3,4,6
<i>Homework support</i>	(Extending school time EEf+3) (EEf+5) supporting home learning	1,2,3, 5
<i>Thrive interventions</i>	Metacognition and self regulation (EEf+7)	1,2,3,
<i>Parental engagement</i> <i>Family Thrive</i> <i>Learning workshops</i> <ul style="list-style-type: none"> ● Maths games ● Phonics <i>Targeted Parental support</i>	(EEf+4) Training Maths games to play at home to encourage the development of fluency.	5, 1,2,5,
<i>Track behaviour through CPOMs</i>	All teachers to complete allocated actions (Behaviour interventions EEf+4)	1,5,6, 3
<i>Track attendance</i>	Pick up children with lower attendance quickly and work with parents to improve attendance.	6, 5
<i>Family and Community Lead</i>	Supports engagement with vulnerable families and develops strategies to help remove barriers to educational progress	1,2,3,4,5,6,
<i>Extra- curricular clubs including lunchtime</i>	To support children's interests and aspirations	1,2,3
<i>Provision for LAC</i>	LAC SEN targeted alternative provision	3

Total budgeted cost: £66990

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 2022 to 2022 academic year. 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
The Thrive Approach	The Thrive Approach
Mathletics	3P Learning
Reading Eggs	3P Learning

Part B: Review of outcomes in 2022/2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. Externally provided programmes

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact/Outcome/Evidence
<i>Targeted interventions</i>	LSA and Teacher booster/catch up/in class support (EEf+4) (small group tuition EEf +4) Small attainment groups (EEf+2) Effective and clear feedback to pupils at point of learning (EEF +6) Individualised instruction (EEF +4) One to one tuition (EEf+5)	1, 2, 3, 5,	<p>LSAs have been used effectively for group and one to one interventions to meet individual learning needs.</p> <p>Teachers/LSAs consider ways to adapt the learning to enable disadvantaged pupils to access the curriculum , this is evidenced with individual EHCP plans (in some cases) and regular monitoring to consider if activities and strategies have been successful.</p> <p>Staff are involved with the implementation of ‘next steps’ and oversee the impact of this.</p> <p>The evidence of impact on pupil outcomes is achieved through subject leadership and data drops carefully monitoring gaps in progress and attainment.</p>

<p>Daily monitoring of attendance and follow up actions.</p>	<p>Daily monitored electronic register Phone calls made to home If required recorded and logged conversations on CPOMS, including next actions to support families Regular phone calls made to families whose pupils are giving cause for concern wherever possible before pupils become persistent absentees.</p>	<p>6</p>	<p>Attendance of disadvantaged pupils in 22/23 was 1.7% higher than in 21/22 Attendance of disadvantaged pupils was non disadvantaged pupils in 2022/23 91.72% DA vs - 92.87% Non DA 2021/22 (1.15% difference) The most vulnerable are carefully monitored and encouraged to attend school.</p>
<p>Regular half term monitoring of attainment to ensure DA Pupils achieve Age Related Expectations and progress are at least in line with National Average</p>	<p>Pupil asset DNA tick grids</p>	<p>1</p>	<p>Disadvantage children performed as follows: KS2 12 disadvantaged ARE Maths 68% of all pupils (16% HL) 67% disadvantaged (15% HL) ARE Writing 79% all pupils (18% HL) 83% disadvantaged (25% HL) ARE Reading 81% all pupils (33% HL) 75% disadvantaged (33% HL) KS1 - 4 disadvantaged pupil ARE Maths 71% of All pupils (11%) 25% disadvantaged (0% HL) ARE Writing 79% of All pupils 50% disadvantaged (0%HL)</p>

			<p>ARE Reading 63% of all pupils (33% HS) 25% disadvantaged (25% HL)</p> <p>Reception 3 pupils GLD 73% of all ARE 75% disadvantaged.</p>
To boost self-esteem and address mental health issues in DA pupils	Social and Emotional Learning (EEF+4)	4	All disadvantaged pupils are prioritised in our SEMH programme when needed to remove barriers to learning 37% of disadvantaged accessed individual Thrive sessions last year to help access learning and improve anxiety and MH
To provide a holiday club or activities during school holiday for targeted DA pupil	Physical Activity (EEF+1) Outdoor adventure learning	4	All disadvantaged and vulnerable children were offered attendance at holiday clubs to ensure that they have some of the same opportunities as their non disadvantaged peers. This also ensures that they have access to high quality physical activities that they enjoy.
Use of Family Support worker to target some disadvantaged families where needed.	Parental engagement (EEF+4)	4	Family and Community Lead has worked with numerous families to support both SEMH, financial and educational engagement. This included regular check ins during longer holiday periods to ensure all was well and children were able to return to school well supported.
To support children who have been affected by witnessing Domestic Abuse. Nelson journey champion	Social and Emotional Learning (EEF+4) Parental engagement +4 months (EEF+4)	3,5	The school has 4 Domestic Abuse Champions that allows a deeper knowledge of how to support children and families who are victims of Domestic abuse. We are quickly able to identify children who have been victims or witnessed DA and support them to help prevent lost learning and self esteem. The school has 2 Nelson Journey champions to support children and families with grief and the distressing experience of death of a close family member. Majority of staff have completed Winston's wish training.