



THE MARTON ACADEMY  
LABOR OMNIA VINCIT

# **Pupil Premium Strategy Statement**

## **2024-2027**

<b>Statement authorised by</b>	Simon Green
<b>Pupil premium lead</b>	Simon Green
<b>Governor / Trustee lead</b>	Sue Trentini

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	The Marton Academy
Number of pupils in school	82 + 6 nursery
Proportion (%) of pupil premium eligible pupils	11% eligible for Pupil Premium 6% eligible for EYPP 9% eligible for SPP
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	March 2025 (mid-term) July 2025
Statement authorised by	Simon Green
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including EYPP and SPP)	£11,940
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£11,940

# Part A: Pupil premium strategy plan

## Statement of intent

The Marton Academy is determined that all children are given the best possible chance to make good progress and achieve high attainment across all subject areas. The focus of our strategy is to close the gap between disadvantaged and non-disadvantaged children. For those children who are already at the expected standard or better, we expect them to remain on their progress trajectory.

We strive to reduce barriers to learning and have high expectations of all our children for example, those children receiving support from outside agencies or have high mobility due to parents in the forces. This is irrespective of the level of disadvantage.

Every adult in school is aware of the need to diminish the difference between disadvantaged and non-disadvantaged groups through Quality First Teaching and other strategies. The strategies that the academy has chosen to address barriers to learning, have been shown to have the greatest impact on closing the disadvantage attainment gap. They are designed to support all children regardless of disadvantage, to achieve academically and develop emotionally and to benefit from the opportunities. The closing of the gap will be sustained as the children continue their journey through school.

The Marton Academy considers the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit.

At The Marton Academy, our Pupil Premium children have a variety of barriers to learning – not all academic but these barriers in turn affect academic progress. All staff are aware of these barriers and support appropriately and sensitively. To ensure they are effective we will:

- focus on early identification of needs and intervene as required
- ensure that all children are challenged through the curriculum regardless of ability or disadvantage
- ensure that all children receive Quality First Teaching with additional interventions targeting need as appropriate
- ensure that staff have the highest expectations for all children to reach their full potential

The range of provisions that The Marton Academy believe would help to reduce the disadvantage:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensure that Teaching Assistants are adequately trained in each year group - providing small group work focussed on overcoming gaps in learning

- Mental health and well-being sessions with trained staff members for all pupils but with a specific focus on the pupils in receipt of SPP.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target more-able children on Free School Meals to achieve beyond Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Not all pupils in receipt of PP or SPP are currently on track to meet ARE.
2	Attainment gap in children achieving greater depth in Reading, Writing and Maths
3	Issues surrounding SEMH with all our pupils in receipt of PP. This is a consequence of rurality and parental mobility due to their forces' occupations.

## 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
Is that all children in receipt of PP and SPP achieve ARE	End of KS2 data shows that children in receipt of PP and SPP progress and attain as well as the non-disadvantaged peers and secure ARE.
Pupils on the trajectory for GDS by the end of KS2, continue on this path	End of KS2 data shows that children in receipt of PP and SPP progress and attain better than the national ARE.
Sustain elevated levels of well-being and engagement regardless of receipt of PP and SPP.	Assessments, observation and pupil voice indicate that pupils in receipt of PP and SPP demonstrate positive mental health and well-being. In turn, attain and progress academically at ARE or higher.

## 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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancements to our curriculum across the academy to secure stronger teaching and learning for disadvantaged pupils	CPD for all staff using approaches supported by EEF research. These approaches are varied and will not only apply to our disadvantaged pupils. <a href="#">Mastery Learning</a> <a href="#">Peer Tutoring</a> <a href="#">Collaborative learning</a>	1 & 2
Continued access to improved resources and dedicated time given to those disadvantaged and non-disadvantaged children who need it through nurture groups, enrichment, PSHE programmes and additional recommendations made through guidance reports.	Guidance reports produced for EEF set out ways in which SEMH can be supported in school. This will involve continued training for staff and embedding of our whole school behaviours which will enhance learning and promote elevated levels of wellbeing. <a href="#">Improving Social and Emotional Learning in Primary Schools EEF</a>	3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
£1600.00 Academy contribution Additional academy contribution £400 if required and based upon needs analysis	One-to-one or small group targeted teaching and learning so that knowledge gaps and embedding of learning can be addressed. This is shown by the EEF to be an effective strategy for improving attainment.	1,2 & 3

Nurture and booster groups through the School-Led Tutoring Programme	<a href="#">One to One Tuition EEF</a> <a href="#">Small Group Tuition EEF</a>	
Purchase of B-Squared to improve the tracking and therefore, future teaching and learning of children with SEND.	Forensic small steps tracking of children with SEND has been shown to improve attainment where subsequent high-quality interventions have addressed specific challenges. <a href="#">Small Group Tuition EEF</a>	1 & 2

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities run by academy staff on a rolling programme	Enrichment activities are shown to give additional cultural capital to disadvantaged children and enable them to improve attainment with the additional knowledge and experiences gained.	3
Breakfast club will be offered to those disadvantaged children who require further social interactions and support.	<a href="#">EEF re-published evaluations</a> regarding Breakfast Clubs in 2019	3

**Total budgeted cost: £12,000**