



Marshside Pupil premium end of year statement

The Pupil Premium is allocated to provide support for those pupils who either are or have been identified as being entitled to or are in receipt of free school meals. (FSM)

1. Summary information					
School	Marshside Primary School				
Academic Year	2018 - 2019	Total PP budget	£59,400	Date of most recent PP Review	July 2019
		Carry over	<u>£11,027</u>		
			£70,427		
Total number of pupils	173	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
KS2: 2018 – 2019 (5/15 pupils = 33%)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	40%	70%
% making expected or better progress in reading	60%	80%
% making expected or better progress in writing	80%	90%
% making expected or better progress in maths	60%	80%
KS1: 2018– 2019 (5/21 pupils = 23%)		
% achieving expected standard or above in reading	40%	81%
% achieving expected standard or above in writing	40%	75%
% achieving expected standard or above in maths	40%	69%



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3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Data analysis for pupil premium (PP) pupils shows “in-school” gaps against non-pupil premium pupils and against national attainment in reading and maths.	
B.	Data analysis shows that pupil premium pupils are making good progress, but there are a significant number of pupil premium pupils working below age-related expectations across all the core subjects.	
C.	Data analysis shows that there is a significant gap in favour of pupil premium pupils, compared to non-pupil premium pupils at the higher level across all the core subjects.	
D.	There is a significant percentage of PP pupils with self-esteem/behavioural issues, which is having a detrimental effect on their progress – these pupils tend to display an “it’s good enough” rather than ‘is this really my best work?’ ethos.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Pupil attendance is below the national average; attendance rates for pupils eligible for PP is below those for non-pupil premium pupils (94% and 96% respectively). (Figures 2017 – 2018). This reduces the time they spend in school and has a detrimental impact on their attainment and progress.	
F.	A significant percentage of PP pupils come from families where additional support is required.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the reading and comprehension skills of pupils eligible for pupil premium in all year groups through further implementation of targeted reading support, purchase of new reading materials which support and stretch the pupils’ learning, deploy trained staff and silver readers to work with specific pupils at regular times each week.	Pupils eligible for pupil premium will make accelerated progress in reading and the percentage gap between pupil premium and non-pupil premium pupils working at age-related expectations will continue to close.
B.	Improve writing skills throughout the school, for all pupils, ensuring that there is a clear progression of skills from EYFS to Y6. This will be measured through regular in-school and external moderation, lesson observations, book scrutiny and support for less experienced members of staff	All pupils, including those eligible for pupil premium, will make accelerated progress in writing, resulting in a higher percentage of pupils working at age-related expectations across the school.
C.	All pupil premium pupils who need outside agency support and	All pupil premium pupils who require assessments from services such as



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	assessments, will be supported financially to access private professionals, speeding up referrals and implementation of recommendations to support their learning. PP pupils and their families will also have access to an in-house counsellor and other external agencies, to help to support their social and emotional wellbeing.	counsellors, dyslexia assessments etc, will have a quicker referral time, recommendations will be implemented and progress will improve in all areas. They will also have regular access to specific support systems such as IDL. PP pupils and families will be able to quickly access counselling services.
D.	The behaviour and emotional concerns of some disadvantaged pupils can lead to slow or limited progress and disengagement from learning.	Pupils identified who need support and plans actioned. Fewer incidents reported and pupils able to communicate their concerns. Those pupils more engaged with their learning and at least expected progress is made.
E.	Improved attendance for the identified group of pupil premium pupils.	Effective early intervention with a clear focus and drive on promoting and rewarding good attendance. Attendance rates will improve and also the attainment and progress of the pupils identified.
F.	Increased engagement by PP families with the school (SENCo / Parent Support Advisor)	Increase in the families that engage with the school and early identification and support implemented to support learning at home. Pastoral support identified.

When reflecting and assessing the impact of the interventions that have been implemented through pupil premium, we have looked at end of key stage results and whole school actions and outcomes.	
Green	Indicates that the intervention has been successful
Amber	Indicates that whilst the intervention has been successful there are some areas that need developing within that or that the impact has not been significant. These are actions / interventions that will need to be continued to maximise impact.
Red	Indicates that the intervention has not made an impact on attainment or progress.



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5. Planned expenditure					
Academic year	2018 - 2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact – seen across the whole school
To continue to improve outcomes for all pupils in receipt of pupil premium in reading, writing and maths across all year groups.	<p>Deployment of TA support during morning sessions to support PP pupils. Intervention work undertaken to target accelerated progress.</p> <p>PP pupils identified for Beanstalk Charity Reading programme.</p> <p>Pupils grouped for guided reading in KS2; In UKS2 maths streamed across Y5 and Y6.</p> <p>Increase working hours of two skilled TAs to work with small groups individuals three times per week delivering intervention.</p> <p>Targeted reading intervention for PP pupils in EYFS.</p>	Data analysis shows that PP pupils do not achieve age-related expectations in line with their peers in reading, writing and maths. However the data indicate there is accelerated progress which is ensuring that the attainment gap is closing.	All staff aware of PP pupils in class and their specific needs. Intervention planned to support their learning. PP pupils are targeted for additional support in small groups. Impact is discussed at termly pupil progress meetings. Deployment of TA support is flexible and staff are allocated to areas of need. Half-termly book scrutinies and termly assessment data analysis. Lesson observations with a focus on PP pupils.	Headteacher, Deputy and SLT	<p>Reading:</p> <ul style="list-style-type: none"> • Improvement in progress improved, so gap between PP and non-PP narrowing. <p>Writing:</p> <ul style="list-style-type: none"> • Expected progress improved, so gap between PP and non-PP narrowing. <p>Maths:</p> <ul style="list-style-type: none"> • Improvement in progress improved, so gap between PP and non-PP narrowing.
			Total budgeted cost £49,952	TA support Additional TA support Additional teacher Beanstalk Readers	£32,000 £10,517 £7,435 £1,000



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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Self- esteem and behavioural issues improve.	Identify targeted intervention for identified pupils through WYPP, Counsellor and Educational Psychologist. Small group or 1 to 1 nurture support by trained TA to deliver identified programmes (Socially talented; Anger management; Lego therapy).	Many of our families in receipt of PP have additional stressors at home causing unnecessary stress for the pupils. We can offer assistance with our Out of Hour Club support to ensure the pupils are in school on time and ready to learn. Many PP pupils have additional barriers to overcome including dyslexia. Through the PP funding we are able to pay for additional access to education psychologist time and the 360 counselling service. Progress they have made does vary.	Continue to monitor the pupils who are identified in this category. Senco and PSA will work with outside agencies ensuring access to outside professionals is as swift as it can be. Families actively seek support from school.	E Brindle L Trail	<ul style="list-style-type: none"> Targeted interventions delivered. Improvement in class engagement – evidenced through class observations and pupil conferencing.
			Total budgeted cost £15,000	Senco / PSA time Educational psychologist 360 Counsellor ICT programmes Other resources	£6,000 £2,500 £2,000 £2,500 £2,000



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iii. Other approaches.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
The attendance of PP pupils improves.	Support families with: <ul style="list-style-type: none"> • Wrap-around care; • access to external learning opportunities; Work with Sefton's Attendance and Welfare Service; Half-termly rewards for pupils with attendance 97% or above.	Analysis of attendance data indicates that there was a slight improvement in 2017 – 2018 for PP pupils. However, a gap of 2% still remains.	Weekly monitoring of attendance for classes and identified pupils. Pupils participating in activities beyond the classroom.	Headteacher	<ul style="list-style-type: none"> • Half-termly visits to school by Attendance officer; • Attendance officer visiting families; • Improvement on 2017 – 2018 of +1% (disaggregated 1 child).
			Total budgeted cost £6,000	Attendance and Welfare Attendance rewards OoHC and clubs	£1,000 £3,000 £2,000
			Total budgeted costs	£49,952 £15,000 £6,000	£70,952

6. Additional detail
<p>Whilst it is noted that a higher number of non - pupil premium pupils than pupil premium pupils are working at age-related expectation and at greater depth in reading, writing and maths, it is important to note that the entry level of the pupil premium pupils is generally significantly lower than that of non-pupil premium pupils in all areas of the curriculum. In addition, the attainment outcomes comparison between pupil premium and non-pupil premium pupils varies across the school.</p> <p>At the end of 2017 – 2018, progress data show that the percentage of pupils making good or accelerated progress in reading, writing and maths was at least in line, but overall better for pupil premium pupils. This is an indication of the positive impact the pupil premium grant is having on outcomes for this group of pupils.</p> <p>2018 – 2019: The attainment gap has narrowed across reading, writing and maths. However, there are fewer pupils making accelerated progress this year compared to last year.</p> <p>37% of the current Pupil Premium group are also identified as having SEND.</p>