



Marshside Pupil premium impact statement

The Pupil Premium is allocated in order that support is given to those children 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	2019 - 2020	Total PP budget (19 / 20) Carry over	£51,480	Date of most recent PP Review	Jan 2020
Total number of pupils	177	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
KS2: 2019 – 2020 (8/28 pupils = 29%)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths		
% making expected or better progress in reading		
% making expected or better progress in writing		
% making expected or better progress in maths		
KS1: 2019– 2020 (5/28 pupils = 18%)		
% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		

During lockdown:

34% of PP pupils attended school at some point between 23.03.2020 – 22.07.2020

25% of PP pupils were shielding.

Telephone contact was attempted with PP pupils not attending school during lockdown. Texts and emails were sent out to all pupils during this time.



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3. Barriers to future attainment (for pupils eligible for PP, including high ability pupils)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Data analysis for pupil premium children shows “in-school” gaps against non-pupil premium children and against national attainment in reading and maths.	
B.	Data analysis shows that pupil premium children are making good progress, but there are a significant number of pupil premium children working below age-related expectations across all the core subjects. Currently 32% of pupil premium children are also identified as SEN.	
C.	Data analysis shows that the percentage of non-pupil premium pupils working at the higher level across all the core subjects is higher than that for PP pupils.	
D.	A significant percentage of PP pupils with self-esteem / behavioural issues, which is having a detrimental effect on progress – with children displaying 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.	2018 -2019: Whole school pupil attendance is 94.8%, which is below the national average (96.5%). Attendance rates for pupils eligible for PP is 91.5%. This reduces their school hours and has a detrimental impact of 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 children’s learning and deployment of trained staff and silver readers to work with specific children at regular times each week.	Pupils eligible for pupil premium will make accelerated progress in reading and the gap between pupil premium and non-pupil premium children with regard to 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	All pupils, including those eligible for pupil premium, will make accelerated progress in writing, resulting in a higher percentage of children working at age-related expectations across the school.



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	members of staff.	
C.	All pupil premium children who need outside agency support and assessments will be supported financially to access private professionals, speeding up referrals and implementation of recommendations to support their learning. PP children 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.	All pupil premium children who require assessments from services such as 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 children and families will be able to access counselling services quickly.
D.	Behaviour and emotional concerns of some disadvantaged pupils can lead to slow or limited progress and disengagement from learning.	Pupils identified that 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 children.	Effective early intervention with a clear focus and drive on promoting and rewarding good attendance. Attendance rates will improve and the attainment and progress of the pupils identified will also improve.
F.	Increased engagement by PP families with the school (SENCo / Parent Support Advisor).	Increase in the number of 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 **2019 - 2020**

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
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.</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 and KS1.</p>	<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.</p> <p>Overall improvements in attainment and progress can be evidenced 2018 – 2019 compared to 2017 – 2018 – this is still inconsistent across the school.</p>	<p>All staff aware of PP pupils in class and their specific needs. Intervention planned to support their learning.</p> <p>PP pupils are targeted for additional support in small groups.</p> <p>Impact is discussed at termly pupil progress meetings.</p> <p>Deployment of TA support is fluid and staff are allocated to areas of need.</p> <p>Half-termly book scrutinies and termly assessment data analysis.</p> <p>Drop-ins and pupil conferencing with a focus on PP pupils.</p>	Headteacher, Deputy and SLT

IMPACT – seen across the whole school.

In-depth data analysis demonstrates:

Attainment for PP pupils below that of non-PP pupils;

Expected progress broadly similar for both groups of pupils, with accelerated progress greater for PP pupils.

This indicates that PP pupils were on track to meet the end-of-year targets set in September and that the gap would close further.



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Total budgeted cost £33,000	TA support Beanstalk Readers	£32,000 £1,000
Actual cost £40,003	Additional apprentice and teacher support	£7,003

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
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 teaching assistant (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 Out of Hours 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 360 counselling service.	Continue to monitor the pupils that 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

IMPACT – seen across the whole school

PSA supported 40% of PP families. This included:

- Signposting to support beyond the school and engagement with external professionals. Families communicated that the support they received did have a positive impact to relieve the stressors identified at home;
- PSA and TA ran a number of nurture programmes for identified pupils: 28% attended these on a regular basis and pupil conferencing demonstrated that the pupils were able to talk confidently about a range of scenarios and how they would deal with these.

Educational psychologist: 6 PP pupils were supported through discussion at the planning meetings with educational psychologist time.

Recommendations for teaching approaches were given and these were implemented by teachers and TAs. The impact resulted in a clearer focus for differentiation for these pupils with smaller steps identified.

360 counsellor: 9 PP pupils were referred into this service for support with self-esteem and behavioural issues. These pupils demonstrated a calmer



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approach to school life, with a range of strategies to enable them to make good choices. The school counsellor reported that those referred for self-esteem issues were beginning to have a more positive outlook, talking more confidently about themselves. School staff also reported that these pupils were generally more willing to seek out support, or discuss their needs more clearly.

ICT programmes: 25 pupils accessed a range of ICT programmes for support with targeted intervention for phonics, reading and maths. Reports from these programmes indicate improvement in outcomes for all pupils.

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
The attendance of PP children 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; notify Service for home <u>visits</u> . Half-termly rewards for pupils with attendance 97% or above.	Analysis of attendance data indicates there was a slight improvement 2018 – 2019 PP pupils. However, a gap of 3.8% still remains.	Weekly monitoring of attendance for classes and identified children. Pupils participating in activities beyond the classroom.	Headteacher



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IMPACT:

Half-termly visits by attendance officer resulted in improvement of attendance for the Autumn term to 94% (18 – 19 = 92%); Spring term 93.5% (18 – 19 = 92.1%) compared to the previous year; 15 pupils identified for weekly monitoring (<95%). Improvements for 10 between 1% and 8% with an average of 3%. Those whose attendance did not improve -4 had reasons that impacted on their attendance.

Total budgeted cost £3,500	Attendance and Welfare Attendance rewards	£1,500 £1,000 £1,000
Total budgeted costs	£33,000 £15,000 £3,500	

6. Additional detail

Whilst it is noted that a higher number of non - pupil premium pupils than pupil premium pupils are working at age-related expectations 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.

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.

2018 – 2019: The attainment gap has narrowed across reading, writing and maths. However, there were fewer pupils making accelerated progress that year compared to the previous year.

32% of the current Pupil Premium group are also identified as having SEND.

During the academic year 2019 – 2020 an additional 18 children were added to the Free School Meal (FSM) list. 8 of these were new starters to school.