



## Marshside Pupil premium impact statement 2017 - 2018

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	2017-2018	Total PP budget	£67,985	Date of most recent PP Review	Sept 2018
Total number of pupils	186	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Jan 2019
2. Current attainment					
KS2: 2017-2018 (9/31 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		56%		73%	
% making expected or better progress in reading		89%		86%	
% making expected or better progress in writing		100%		86%	
% making expected or better progress in maths		89%		82%	
KS1: 2017 – 2018 (6/30 pupils = 17%)					
% achieving expected standard or above in reading		71%		65%	
% achieving expected standard or above in writing		71%		57%	
% achieving expected standard or above in maths		86%		70%	
EYFS: 2017 – 2018 (5/28 pupils = 18%)					
% achieving GLD / R / W / M		60% / 60% / 60% / 80%		74% / 74%/74%/83%	



## Marshside Pupil premium impact statement 2017 - 2018

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.

Impact report for the use of Pupil Premium Grant 2017 - 2018				
Pupil premium used for:	Summary of intervention / action taken:	Impact:	RAG	Monitored by:
Improve the rate of progress for eligible pupils in reception Class	Pupils identified for target work – small groups; Early years fluency programme - Maths	Baseline assessments identified the interventions needed; Parents involved with support in place; All staff trained in early Year fluency programme		LM SLT
<b>Actual spent</b>			£4,578	
Rates of progress across the whole school for high and middle attaining pupils eligible for PP to be more in line with other pupils.	Targeted intervention and support from teachers and teaching assistant. GL assessment analysis used to identify gaps in learning. Targeted guided reading groups in key stage 2. Extra teaching time for groups across the whole school. Small group intervention for Y2 and Y6 children in English and Maths. Engagement with parents before interventions begin to address any concerns about the additional sessions. Work with Beanstalk reading charity. Purchase resources to support interventions: Spag,com (GPS – KS2); IDL (Spelling and comprehension programme – whole	Whilst rates of progress vary across the different year groups, overall PP progress is at least in line with Non-PP pupils, with a larger percentage making accelerated progress. Evidence found in school's analysis data.		English and Maths subject leaders SLT



## Marshside Pupil premium impact statement 2017 - 2018

	school);Third Space Learning (Maths); My maths (Whole school)			
			<b>Actual spent</b>	£26,822
Self esteem and behavioural issues improve.	Pupils identified to work with a number of external agencies commissioned by the school. These include: WYPP; counsellors. Small group or 1 to 1 nurture groups to deliver programmes such as Socially talented; Lego Therapy; Anger management) Parent Support advisor working with vulnerable families to engage with school and access external support	Whilst this had had a significant impact for some pupils, this is not consistent across the school. For those pupils there are other factors that come into play. Pupils have demonstrated their ability to reflect, evaluate and talk about their learning, so they know their strengths, and what they need to do to improve. This demonstrates they have the strategies and ability to implement this but currently has had limited impact on their academic outcomes.		SENCo / PSA SLT
			<b>Actual spent</b>	£8,489
Increased attendance and punctuality rates for pupils eligible for PP.	Termly rewards for whole school and whole school reward; Work with Education Welfare Officer – school assemblies; meeting with parents; transport provided for identified families.	Average PP attendance has remained the same compared to 2016 – 2017, but there is an improvement in PP girls from 93% to 94%.		KH SLT
			<b>Actual spent</b>	£,1567
Increased engagement by PP families with the school (SENCo / Parent Support Advisor)	Identified pupils coming into school with anxieties which were preventing them from accessing the curriculum; Signposting and engagement with external providers to support families.	Time set aside for nurture work at the start of the school day and during lunchtimes. Overall pupils accessed this successfully and demonstrated taught strategies, which resulted in less time out of the classroom during teaching time. Parents comments on Parent survey praises the well structured support in place for pupils.		SENCo / PSA SLT
			<b>Actual spent</b>	£15,529
			<b>Actual total spent</b>	£56,985

Underspend carried forward to 2018 – 2019.