



Marshside Primary School **Pupil Premium Strategy 2025-2028**



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	<i>Mr Shaun Haughey</i> Headteacher
Pupil premium lead	<i>Mr Shaun Haughey</i> Headteacher
Governor lead	<i>Mrs Wendy Cheetham</i>

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,225
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£69,225



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Part A: Pupil Premium Strategy Plan

Statement of Intent

At Marshside we are ambitious for every child and believe that none of them should be disadvantaged in their learning. Our intention is that all children make strong progress from their individual starting points, regardless of their background.

We recognise that disadvantaged children and other vulnerable groups often face additional barriers to learning. This strategy has been designed to address those barriers directly. Many of the actions within it are also intended to support vulnerable children who are not eligible for Pupil Premium funding to ensure all children receive the help they need to succeed.

High-quality teaching is central to our approach. Evidence shows that excellent classroom practice has the greatest impact on closing attainment gaps. As the attainment gap between disadvantaged and non-disadvantaged children at Marshside is increasing, this strategy prioritises the areas where support is most needed and where the potential for impact is greatest.

Our approach is grounded in robust diagnostic assessment and a deep understanding of the needs of our children and community. We have identified specific barriers to learning and have aligned our Pupil Premium funding carefully and intentionally to address them. The strategy is designed to bring together evidence-informed actions that support our children academically, socially and emotionally.

This strategy is continually reviewed to ensure that it remains responsive to the needs of our children and that the actions taken are improving outcomes. Through this focused and reflective approach, we aim to enable all disadvantaged children to achieve success and reach their full potential.

This strategy has been written to:

- Identify the needs and barriers faced by disadvantaged children.
- Set clear, realistic targets and timescales to address these barriers.
- Ensure funding benefits disadvantaged children and the wider school community.
- Ensure high-quality teaching with appropriate support, challenge and adaptations for disadvantaged learners.
- Use research to inform decisions and ensure resources are used efficiently and responsively.
- Provide ongoing training for staff to strengthen practice.
- Monitor progress regularly against strategy objectives.
- Reduce the attainment gap between disadvantaged and non-disadvantaged children.
- Ensure that the school's HEART values translate into the best possible opportunities for all children.



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Challenges

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

GLD = Good Level of Development / MTC = Multiplication Times table Check / EXS = Expected Standard

DA = Disadvantaged / NDA = Non Disadvantaged

Challenge number	Detail of challenge		
1	<p>Spoken language – oracy due to the significant proportion of children entering school with limited language skills and underdeveloped communication abilities. Current baseline data reinforces this need with 41% of pupils not yet on track and only 59% predicted to meet the expected standard.</p> <p>0% of DA pupils (3 children) received GLD at the end of reception 2025 and 78% of NDA pupils achieved GLD.</p>		
2	<p>Current assessment data at the end of KS2 suggests disadvantaged pupils generally have greater difficulties with reading and writing than their peers.</p> <p>Reading autumn assessments currently in Y6 2025 highlight DA = 67% EXS and 76% NDA EXS showing a 9% difference.</p> <p>54% of DA pupils achieved the expected standard in reading at the end of KS2 in 2025. Whereas 81% of pupils who are NDA achieved the expected standard. This resulted in a 27% difference.</p> <p>Writing autumn assessments currently in Y6 2025 highlight DA = 17% EXS and 48% NDA EXS showing a 31% difference.</p> <p>SPaG autumn assessments currently in Y6 2025 highlight DA = 0% EXS and 29% NDA EXS showing a 29% difference.</p> <p>45% of DA pupils achieved the expected standard in reading at the end of KS2 in 2025. Whereas 88% of pupils who are NDA achieved the expected standard. This resulted in a 43% difference.</p> <p>Less achieve the expected standard and for some the progress is slower.</p>		
3	<p>MTC data indicates that 14.9% of Y4 achieved EXS in 2025 whereas 38% nationally achieved this standard.</p>		
4	<p>Assessment in the Early Years highlights that many pupils are not meeting the expected standard as 58% of the cohort in 2025 achieved a good level of development (GLD). This compares to 61% in 2024 and 63% in 2023.</p> <p>In 2025 there were 17% of the early years cohort who were deemed disadvantaged. Out of the 17%, 0% of pupils achieved GLD.</p>		
5	<p>Attendance data indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <table border="1"> <tr> <td>Spring 2025</td><td>92.9% DA</td></tr> </table>	Spring 2025	92.9% DA
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		95.9 NDA Difference (3%)	
	Summer 2025	92.5% DA 95.5% NDA Difference (3%)	
	Autumn 1 2025	92.5% DA 94.9% NDA Difference (2.4%)	
6	Our school community was impacted by the incidents of the Southport events. The trauma of this event continues to have an impact on mental health of our children and families.		

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
1 Improved oral language skills and vocabulary among disadvantaged pupils.	School will use assessments, discussions and observations to indicate significantly improved oral language among disadvantaged pupils. This will also be evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessment.
2 Improved reading and writing attainment among disadvantaged pupils at KS2.	KS2 reading and writing outcomes in 2025/26 will indicate an increase in the number of disadvantaged pupils achieving the expected standard.
3 Improved maths data for MTC in Y4.	Y4 MTC outcomes in 2025/26 will indicate an increase in the number of disadvantaged pupils achieving the expected standard.
4 Improved GLD	GLD at the end of 2026 will indicate an increase in the number of disadvantaged pupils achieving the expected standard.
5. Improved attendance. The gap between disadvantaged pupils and non-disadvantaged pupils will diminish.	The overall absence rate will be less than 5% for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will be less than 2%. The percentage of all pupils who are persistently absent from school will be below 14% and the figure among disadvantaged pupils being no more than 1% lower than their peers.



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6. Improved mental health and wellbeing.	<p>School will observe improved levels of wellbeing by 2027/28 which will be evident through conversations with our school community. This will be conducted through pupil voice, family surveys and observations.</p> <p>There will also be a significant increase in pupils participating in enrichment activities.</p> <p>School will have fewer incidents logged on our reporting system within the SEMH category.</p> <p>Pupils make strong progress through the SEMH interventions delivered.</p>
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Activity in this Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £27,657.51

Activity	Evidence that supports this approach	Challenge number(s) addressed										
Head of SEND to work with groups of Y6 pupils 4 hours per week to provide targeted support.	<p>Our Head of SEND will work with small groups in Y6 to provide bespoke support. The impact of these sessions will result in pupils accessing more of the teachers' time through Quality First Teaching. The small group sessions will enable appropriate support and challenge which will increase pupils self-motivation to achieve higher standards.</p> <table><tr><th><u>Evidence Base</u></th><th><u>Impact</u></th></tr><tr><td>EEF Small group tuition</td><td>+ 4 Months</td></tr><tr><td>EEF Collaborative Learning</td><td>+ 5 Months</td></tr><tr><td>EEF Feedback</td><td>+ 7 Months</td></tr><tr><td colspan="2">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</td></tr></table>	<u>Evidence Base</u>	<u>Impact</u>	EEF Small group tuition	+ 4 Months	EEF Collaborative Learning	+ 5 Months	EEF Feedback	+ 7 Months	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit		2
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Teacher to work with groups of Y6 pupils 4 hours per week to provide targeted support.	<p>Our experienced teacher will work with small groups in Y6 to provide bespoke support specifically with SPaG.</p> <p>The impact of these sessions will result in pupils accessing more of the teachers' time through Quality First Teaching.</p> <p>The small group sessions will enable appropriate support and challenge which will increase pupils self-motivation to achieve higher standards.</p> <table><tr><th>Evidence Base</th><th>Impact</th></tr><tr><td>EEF Small group tuition</td><td>+ 4 Months</td></tr><tr><td>EEF Collaborative Learning</td><td>+ 5 Months</td></tr><tr><td>EEF Feedback</td><td>+ 7 Months</td></tr><tr><td colspan="2">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</td></tr></table>	Evidence Base	Impact	EEF Small group tuition	+ 4 Months	EEF Collaborative Learning	+ 5 Months	EEF Feedback	+ 7 Months	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit		2
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Additional Adult (TA) to work with Y6 pupils to focus on reading.	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group.</p> <p>This arrangement enables the teacher to focus exclusively on a small number of learners.</p> <table><tr><th>Evidence Base</th><th>Impact</th></tr><tr><td>EEF Small group tuition</td><td>+ 4 Months</td></tr><tr><td colspan="2">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</td></tr></table>	Evidence Base	Impact	EEF Small group tuition	+ 4 Months	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition		2				
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<p>Ensuring that the teaching and delivery of phonics and early reading continues to be a high priority.</p> <p>Plus release time throughout the year x 6 days working with external consultants.</p> <p>Plus release time for additional development days (x3 = 2 mainstream and 1 SEND) working with external consultants.</p>	<p>Our English leader is released to coach staff with their delivery of phonics and ensure any concerns are addressed in the moment through team teaching and coaching.</p> <p>The English leader provides coaching and development opportunities throughout the term to improve their understanding of tutoring for RWInc. Release time on a daily basis for English leader to work with pupils and staff – offering development opportunities through coaching.</p> <p>Working with English Hub Read Write Inc Development Days</p>	2 & 4										



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https://assets.publishing.service.gov.uk/media/5a7ee63ce5274a2e8ab48e7a/coaching-for-teaching-and-learning.pdf								
Assessment is used effectively across school to track the progress of pupils and identify gaps that teachers can plan to address.	<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>We assess our pupils in KS1 and KS2 termly using diagnostic assessments. The question level analysis tool provides staff with a clear understanding of the gaps and areas to focus on.</p>	2						
Additional release time for English leader to ensure a range of high-quality texts are mapped out across our Reading Spine.	We know the importance of reading at Marshside. Pupils are exposed to a wealth of books throughout their time. Our English leader will work with subject leaders to map out age and stage appropriate books for pupils in our Reading Spine.	1 & 2						



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Subscription to National College.	Teachers will complete national college training throughout the year to improve and develop their understanding which will support them with delivering effective lessons to all pupils. https://nationalcollege.com/ https://evidencebased.education/great-teaching-toolkit-cpd/	ALL
Teacher undertaking NPQSL.	We recognise the importance developing staff has on ensuring high quality teaching and learning. The qualification is nationally recognised and supports staff in many ways: <ul style="list-style-type: none">- Ensuring staff make a contribution to a wide range of whole school activities.- Ensuring they are equipped with essential knowledge and understanding regarding operational and strategic leadership.- Providing an understanding of how to successfully implement changes to secure improved pupil outcomes.- Recognising the importance of having a secure evidence-base to underpin their strategic decision making. https://www.bestpracticenetwork.co.uk/npqsl https://www.gov.uk/guidance/national-professional-qualification-npq-courses	ALL

Targeted Academic Support

Budgeted cost: £20,338.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teaching assistants to work with identified pupils to deliver phonics tutoring – one to one tutoring – RWInc.	<p>We understand the need to deliver intervention on a one-to-one basis to some of our pupils in order for them to receive the bespoke package of support they require.</p> <p>Teaching assistants receive dedicated, uninterrupted coaching time once a week to meet with our English leader and discuss a particular focus that has been recognised from the teaching, delivery or assessment that week.</p> <table><tr><th>Evidence Base</th><th>Impact</th></tr><tr><td>EEF One to One Tuition – Literacy</td><td>+ 6 Months</td></tr><tr><td>EEF Phonics</td><td>+ 5 Months</td></tr></table> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	Evidence Base	Impact	EEF One to One Tuition – Literacy	+ 6 Months	EEF Phonics	+ 5 Months	1, 2 & 4
Evidence Base	Impact							
EEF One to One Tuition – Literacy	+ 6 Months							
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Learning Mentor to provide emotional support for our pupils. Release for Supervision	<p>We have a trained ELSA member of staff who supports our pupils with pastoral intervention.</p> <p>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p>	5 & 6						
Additional support across our early years for speech, language and communication. Release time for staff to complete assessments. WELLCOMM baseline assessments: EYFS Assessments in unit provision	<p>We understand the importance of speech. Language and communication interventions and have the following programmes in place to ensure our youngest pupils have a strong start:</p> <p>WELLCOMM NELI NHS Speech & Language</p> <p>https://www.gl-assessment.co.uk/case-studies/</p> <table><tr><th>Evidence Base</th><th>Impact</th></tr><tr><td>EEF Oral Language Interventions</td><td>+ 7 Months (EYFS) + 6 Months (Primary)</td></tr></table> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	Evidence Base	Impact	EEF Oral Language Interventions	+ 7 Months (EYFS) + 6 Months (Primary)	1 & 4		
Evidence Base	Impact							
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Reading comprehension targeted as one-to-one support for those pupils identified as needed. Total = £3,136.50	<p>Pupils to receive additional support with reading comprehension in LKS2.</p> <table><tr><th>Evidence Base</th><th>Impact</th></tr><tr><td>EEF Reading Comprehensions</td><td>+ 6 Months</td></tr></table>	Evidence Base	Impact	EEF Reading Comprehensions	+ 6 Months	1 & 2		
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<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

Wider Strategies

Budgeted cost: £21,355.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the whole school community understand the principles and the importance of regular attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Learning Mentor Release Time to meet with LA for Termly Meeting</p> <p>Learning Mentor Release Time for Meetings with Families</p> <p>Learning Mentor Release Time to complete Daily Tasks</p>	<p>As a school, we understand the importance of attendance and being on time for school.</p> <p>The guidance from the DfE has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>EEF Parental Engagement Guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	5
Play Therapist	Pupils benefit from a package of support around self-regulation.	5 & 6
EP Support	<p>Pupils work with a specialist 1-1 for support.</p> <p>Staff receive training to ensure strategies are provided to support pupils.</p>	5 & 6
Supervision for Staff	Staff have the opportunity to work with an external person who can provide strategies of support for their mental health.	6

Total budgeted cost: £69,225



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Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

This document sets out a new Pupil Premium strategy following the conclusion of the previous plan, marking the beginning of a refreshed, three-year approach under new leadership. As a new headteacher, I have undertaken a thorough evaluation of provision, outcomes and community context to ensure the strategy is firmly aligned with the needs of our most vulnerable and disadvantaged pupils. The local community has faced additional pressures following the recent Southport events, and these wider challenges have contributed to increased need across the school.

A key priority emerging from this analysis is the development of spoken language and oracy. A significant proportion of children enter school with limited vocabulary and underdeveloped communication skills. Early years assessments highlight this clearly: only 58% of the 2025 cohort achieved a Good Level of Development (GLD), compared with 61% in 2024 and 63% in 2023. Nationally, 69% of children met the standard in 2025. Current baseline assessments reinforce the extent of this challenge, with 41% of pupils not yet on track and only 59% predicted to meet expected standards by the end of the year. In 2025, 17% of the EYFS cohort were disadvantaged, and notably 0% of these disadvantaged pupils achieved GLD, underscoring the scale of the early language gap.

Across the school, assessment data shows persistent disparities between disadvantaged (DA) and non-disadvantaged (NDA) pupils. At the end of Key Stage 2, disadvantaged pupils generally face greater difficulties in reading, writing and SPaG. Autumn 2025 assessments for Year 6 show:

- Reading: **67% DA at EXS compared with 76% NDA (9% gap)**
- Writing: **17% DA at EXS compared with 48% NDA (31% gap)**
- SPaG: **0% DA at EXS compared with 29% NDA (29% gap)**

These gaps indicate that fewer disadvantaged pupils achieve the expected standard and that their progress is slower. Further evidence of this trend is seen in the Multiplication Tables Check (MTC) outcomes, where only 14.9% of Year 4 pupils met the expected standard in 2025, compared with 38% nationally.

Attendance remains another significant barrier to learning. Over time, attendance for disadvantaged pupils has been consistently 2–3% lower than their non-disadvantaged peers:

- Spring 2025: **92.9% DA vs 95.9% NDA (3% gap)**
- Summer 2025: **92.5% DA vs 95.5% NDA (3% gap)**
- Autumn 1 2025: **92.5% DA vs 94.9% NDA (2.4% gap)**

These findings provide a clear rationale for the strategic direction of the new Pupil Premium plan. The strategy will prioritise strengthening oracy from early years onwards, improving reading and writing outcomes, and addressing attendance disparities through targeted intervention and consistent monitoring. The new plan builds on areas of existing strength while establishing sharper, evidence-based approaches to overcome entrenched barriers. It ensures that resources are deployed with precision, enabling the school to deliver sustained improvement and to improve outcomes for pupils who face the greatest challenges in learning, achievement and wellbeing.



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Externally Provided Programmes

Programme	Provider
RWI Phonics	RWInc
Maths No Problem	Maths No Problem
English Hub	English Hub
Maths Hub	Maths Hub
Reading Plus	Reading Plus

Service Pupil Premium Funding (Optional)

How our service pupil premium allocation was spent last academic year
Beanstalk was used to support our service child.
The impact of that spending on service pupil premium eligible pupils
Improvements within the day-to-day reading and assessment scores.