



Marsden Primary School

Pupil Premium Impact Statement 2015-16

The Government introduced Pupil Premium funding to provide additional funding for the following children:

- Children in receipt of free school meals
- Children in receipt of free school meals at any point in the past six years
- Children looked after for one day or more including children who have been adopted from care or leave care under a Special Guardianship or Residence Order
- Children whose parent(s) are or have since 2011 served in the armed forces.
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For the academic year 2015-16:

School allocation of Pupil Premium - £79,620

Breakdown of allocation	Actual Impact
<p><i>The focus for our spending was linked to individual children and groups in order to maintain high standards and address the gaps that occur between our groups of children. Specific focus was given to the teaching of phonics in KS1 and the development of reading and maths in KS2.</i></p>	
<p><i>Individual support/mentoring:</i> Highly skilled teaching staff used in KS2 to provide 1:1 support for pupils identified for English and maths. Across KS1, highly trained support staff used to deliver key programmes of work in English and Maths.</p>	<p>Early Years outcomes: There has been a three year upward trend in Good Level of Development outcomes. Our PPM had a high majority of SEN children (5 out of 8). Of the other Pupil Premium children all of the children gained a Good Level of Development – above Local Authority, National and our other children.</p> <p>Year 1 Phonics Outcomes: 67% of Pupil Premium children passed the phonics test. Again due to the high level of additional needs, 80% of our Pupil Premium children without additional needs passed the assessment.</p>
<p><i>Targeted intervention</i> * Small group focused teaching and intervention (Phonics/Reading/Maths). This can range from teacher to support staff depending on the needs of the children. Some children are targeted on a weekly basis, with others being drawn in as the gap arises in their learning.</p>	
<p><i>Identifying and Coordinating Pupil Premium Provision</i> DHT working with members of staff to address the initial needs and then guide towards appropriate programmes and support.</p> <p><i>Evaluation of current provision linked to school data</i></p> <ul style="list-style-type: none"> • Pupil interviews • Pupil Premium provision timetabling 	

<p>Providing accurate feedback on the work being completed and signposts for the next steps.</p>	<p>Key Stage One Outcomes: Pupil Premium children without additional needs gained above national in reading and writing and only 5% behind national in maths.</p> <p>Key Stage Two Outcomes: Pupil premium children without additional needs gained well above national in their combined score (reading, writing and maths), reading, writing, maths and GPS (Grammar, punctuation and spelling).</p>
<p><i>Poverty Proofing</i> Purchase of School Uniform</p> <ul style="list-style-type: none"> • School Trip (Residential) subsidy • School Trip (Daily) subsidy • After School Club/Breakfast Club 	
<p><i>Teaching and Learning Resources</i> Purchase of Teaching and Learning Resources linked to narrowing the gap, specifically phonics resources and online programmes which support children on a 1:1 level or through small group activities.</p>	
<p><i>Early Identification and Support and Tracking</i> Attendance Admin Support Tracking System – used to ensure all children whatever their ability are tracked and identified at each stage of their academic journey.</p>	