

Marshlands Primary School considers the progress of pupils is at least 'Good' and is 'Outstanding' in some areas. SLT recognise that a minority group of pupils had been underachieving and that the intervention strategies applied by teaching staff and middle leaders has contributed to the improved attainment.

Defining Good and Outstanding Progress:

Good progress at Marshlands Primary School is defined using National Progression Guidance materials as the first level analysis of progress. Current guidance suggests that the starting point for evaluation is that expected progress is the median level for pupils' age and starting point.

At Marshlands Primary School the expectation for Above Expected Progress is that at least 80% of pupils achieve expected progress or better for the pupils' age and start point; at least 35% of pupils achieve within the Upper Quartile or better (UQ), 45% of pupils achieve within the Median Quartile (MQ) and no more than 20% of pupils achieve within the Lower Quartile. Where pupils are on NC1+, sub-levels are considered as whole level progress.

Where percentages are used within the report, they too correspond to the criteria defining Expected and Above Expected progress at Marshlands Primary School:

80–100%	Very large majority, most	Outstanding/Above Expected
21–79%	Large majority	Good/Expected Progress
0% - 20%%	Minority	Below Expected Progress

Target Setting:

All previous data, 2009 to 2012, for pupils at Marshlands Primary School has been 'archived' as it was deemed to be unreliable. Targets for pupils have been set this academic year using National Progression Guidance and PIVATs where appropriate and professional knowledge and understanding of pupils. However, it is not always possible to obtain accurate data when pupils have transferred from mainstream. Where it has not been possible to use National Progression Guidance, the SLT has developed targets based on professional knowledge and understanding of pupils as well as Marshlands criteria for good and outstanding progress, based on levels of progress as follows:

Year Groups	Criteria used (progress from current Year across KS)
KS1	Good – 1 level of progress over the KS
	Outstanding – 2 levels of progress over the KS
Year 3 (NPG)	Good – 2 levels of progress
	Outstanding - 3 levels of progress
Year 4	Good – 1.5 levels of progress
	Outstanding – 2.5 levels of progress
Year 5	Good – 1 level of progress
	Outstanding -2 levels of progress
Year 6	Good – 1/2 level of progress over the year
	Outstanding – 1 levels of progress over the year

Targets set using NPG for current Year 3 pupils for end of KS2 (July 2018)

Subject	BEP	EP	AEP
Reading	12.5% (1)	87.5% (7)	0
Writing	12.5 % (1)	87.5 % (7)	0
Speaking & Listening	12.5% (1)	87.5 % (7)	0
Number	37.5 % (3)	62.5 % (5)	0
SSM	25 % (2)	75% (6)	0
U&A	25 % (2)	75% (6)	0

Pupil progress against targets

Targets have been set for pupils for end of year (July 2017) using agreed criteria; therefore 1 level progress over one year being good and 2 or more levels are outstanding.

Pupil progress against (year-end) targets were measured in December and again in May. Where pupils were identified as not on track to meet their target an intervention plan was devised by the class teacher in conjunction with the leadership team. Where pupils had been identified (in May) as having already exceeded their target set, a stretch target was set for them.

Key Stage 2 Targets ~ 50 pupils

Subject	1 level	2 level	2 or more levels
Reading	14% (7)	42% (21)	44% (22)
Writing	10% (5)	46% (23)	44% (22)
S & L	10% (5)	44% (22)	46% (23)
Number	10% (5)	40% (20)	50% (25)
SSM	6% (3)	54% (27)	40% (20)
U&A	8% (4)	56% (28)	36 % (18)

Key Stage 2 Achievement:

Reading: More than 80% of pupils are making at least 2 levels of progress across the key stage, with 42 % making 2 levels which is in line with national guidance for expected progress. Only 14 % of KS2 pupils require additional interventions.

Writing: 90% of pupils making above expected progress of 2 or more levels and 10% of pupils

making expected progress. This demonstrates a particular strength of teaching and learning in KS2.

S&L: 90% of pupils made 2 or more levels of progress or more in speaking and listening. Targeted interventions introduced in September 2015 with bespoke Communication skills being taught in small groups in addition to class teaching have been beneficial

Number: 90% of pupils made 2 or more levels of progress or more in number,

SSM: 94% of pupils made 2 or more levels of progress or more in SSM, intervention strategy in place for 3 pupils

U&A: 92% of pupils making expected or above progress with only 8% of pupils needing additional support

Achievement of Groups of Pupils

The achievement of pupils for whom the pupil premium provides support, matches that of other pupils in the school. Pupils who fall into the LAC category make above expected progress. The use of Pupil Premium to target additional support for Communication, behaviour management and assisted technology has proved beneficial.