



Maryland Primary School and Children's Centre

Pupil Premium 2015 -16

<ul style="list-style-type: none"> Context of the school: 	<ul style="list-style-type: none"> Maryland School is a two form entry primary school with Nursery (2 x half day sessions) and a Family Centre. We are situated in a high density, socially challenged urban area. We are a truly multicultural school with 94% minority ethnic groups and approx. 62 languages spoken by pupils. The school's staff increasingly reflects the multi- ethnic profile of the pupils. Free school meal entitlement is significantly higher than that stated on RAISEonline (32%). This is because of the Newham Mayor's scheme (now national scheme) to provide free school meals for all primary children, 'Eat for free', so parents do not accurately state their benefits entitlements on admission and some needy families are not entitled to benefits, but we apply pupil premium to those pupils regardless. Pupil premium at Maryland is therefore under-funded.
<ul style="list-style-type: none"> Amount of Pupil Premium received 	£122,760
<ul style="list-style-type: none"> Number of known eligible pupil: 	61
<ul style="list-style-type: none"> No on roll 	461

No	Area of spend	Focus of spend	Desired impact	Evaluation – Completed Aug 2016
1	<ul style="list-style-type: none"> Qualified and experienced full time booster teacher (supported by AHT) 	<ul style="list-style-type: none"> Opportunities for small group tuition (literacy, numeracy and phonic support) 1:1 booster for targeted pupils falling behind age expected progress. 	<ul style="list-style-type: none"> At least 75% of our 61 FSM pupils to achieve 55% of Maryland attainment expectation. All FSM pupils are confident to articulate their progress, achievements and next steps against the non-negotiables*. <p>This increased self-esteem is evident in pupils' participation and behaviour in whole class learning.</p> <p><i>*Non –negotiables are a list of literacy and numeracy end of year expectations for each year group.</i></p>	 <ul style="list-style-type: none"> Much of the focus for intervention during 2015-16 was focused on Year 6 pupils for Maths, as this was a highlighted area of concern. <p>14 of the 17 Year 6 pupils (82%) taken for maths booster reached the expected level after focus on numeracy non-negotiables. 8 of the 17 pupils qualified as FSM.</p> <p>(See also booster tracking document)</p> <p>Across the school FSM pupils achieve in line with their peers and in some yeargroups achieve better than the whole class average.</p> <p>(See also Whole school 3 year results comparison document)</p>

				<ul style="list-style-type: none"> Teachers report confidence of pupils who have received booster has increased as a result of intervention and children are able to articulate progress against non-negotiables. <p><u>Next steps</u></p> <p>Consider appointing additional staff in this role to increase booster capacity and have a wider impact on pupil progress.</p> <p>Three areas of concern are highlighted for focus in the next academic year for FSM pupils:</p> <ul style="list-style-type: none"> - Year 5 writing (Year 6 2016-17) - Year 5 maths (Year 6 2016-17) - Year 2 maths (Year 3 2016-17) <p>These groups will form the initial focus for booster intervention and holiday booster clubs.</p>
2	<ul style="list-style-type: none"> Additional TA in Reception year group 	<ul style="list-style-type: none"> Extra capacity in Reception classes to accommodate the wide variety of needs in the year group. 	<ul style="list-style-type: none"> Cohort to be completely settled by the end of first half term. (attachment issues are resolved and pupils are beginning to engage in the routine expectations of the year group) Key SEN pupils have access to the necessary additional support thereby minimising the impact their needs might have had on the whole cohort. Access to consistent Box Clever (speech and language prog.) and nurture group sessions. 	<ul style="list-style-type: none"> From the very low starting points recorded from Baseline assessment pupils made significant progress during the year as children were settled in quickly. As a result many of the cohort achieved at the expected level or above. Of the cohort 75% in Reading, 75% Writing & 78% Number. SEN needs were highlighted quickly so that appropriate support could be put in place rapidly, e.g. 1:1 support, language development program. (see SEN tracking)
3	<ul style="list-style-type: none"> Additional TA with play leading responsibilities. 	<ul style="list-style-type: none"> Engage targeted children with games in the playground. 	<ul style="list-style-type: none"> Aim for 80% reduction in playground incidents in both key stages. Fewer incidents/accidents in the playground as children continue to learn to play cooperatively and collaboratively. Lunchtimes are enjoyable for everyone. Learning in the afternoons begins promptly and calmly as incidents have been resolved prior to pupils coming into the class. 	 <p><i>Play leader initiating games in the playground</i></p> <ul style="list-style-type: none"> Behaviour monitoring shows a reduction in playground incidents across the school. Fewer pupils are being seen by the welfare team due to accidents resulting from games. The range of activities available to pupils and new games learnt means that pupils are engaged in collaborative enjoyable play. Disputes are resolved without the need for teacher intervention in most cases. Lining up after lunchtime has been vastly improved, not only due to a reduction in playground incidents, but also due to the end of lunchtime jog.

		<ul style="list-style-type: none"> Additional support for key pupils in Year 2 with learning and social interaction issues. (10 boys-18% of the cohort of 57) 	<ul style="list-style-type: none"> 80% of this group, to achieve 55% of Maryland attainment expectation. Additional support in and out of class to consolidate literacy and numeracy. Improve motivation and participation in lessons which will close gaps in their learning. Ability to initiate play and organise games amongst themselves and with the rest of their peers, as a result of the training by TA/leader. 	 <p>TA in consolidation session with small group</p> <ul style="list-style-type: none"> Behaviour: By the end of Y2 the behaviour of the 10 key pupils improved significantly due to successful intervention of the playleader's social group. Group reintegrated into main playground by Easter. Overall behaviour of these key pupils has continued to improve (Summer Behaviour report) Learning: 9 out of 10 boys (90%) in the group made good progress from starting points and reached expected standard. One boy left the school. (see SENCO tracking data)
4	<ul style="list-style-type: none"> Full time Family Support worker from School Home Support – (SHS) 	<ul style="list-style-type: none"> Support families with challenging socio-economic circumstances that create barriers to pupils' learning. 	<ul style="list-style-type: none"> Attendance and punctuality remains at 97% and above. (National average is 95%) Persistent absenteeism is reduced to 0%. Parental involvement continues to be strong. Maintain SHS, "Model school for Attendance" status. 	<ul style="list-style-type: none"> Our attendance record remains above the national average at 97%. (see attendance report) With the exception of pupils missing school due to ill health persistent absenteeism is less than 1%. During the academic year cases impacting 51 pupils have been resolved or remain open. There are currently 35 parents receiving support from our FSW, impacting on 31 children in the school. (See FSW tracking) Model school for Attendance status remains in place and FSW advises other schools.
5	<ul style="list-style-type: none"> Payment Provision 	<ul style="list-style-type: none"> Equality of opportunities for all pupils to access wider life experiences e.g. co-curriculum. 	<ul style="list-style-type: none"> All Year 6 pupils are given the opportunity to attend the residential trip in the autumn term-<i>an opportunity to widen their scope for life experiences.</i> School uniform made available to pupils whose parents cannot afford it. Subsidising transportation and entry costs for disadvantaged pupils during educational visits. 	 <p>Children at Fairplay House – Year 6 residential trip</p> <ul style="list-style-type: none"> The majority of the pupils who have benefited from this strategy qualify for FSM. Specific children received support in a range of ways listed in the focus. This has had an overall positive impact as pupils were able to attend school trips, come to school in uniform and complete homework on time. This has ensured that pupils are confident to come to school with high self-esteem and impacts positivity on pupil engagement in lessons.

Monitoring:

Maryland has a rigorous monitoring system, all of the above will be demonstrated through:

- Base line assessment
- Benchmarking
- Tracking and monitoring
- Pupil progress meetings
- Formative and summative assessment including test results -measured against-national and local data
- Personal staff interview
- Behaviour report