



## Maryland Primary School and Children's Centre

### Pupil Premium 2016 -17

<ul style="list-style-type: none"> <li><b>Context of the school:</b></li> </ul>	<ul style="list-style-type: none"> <li>Maryland School is a two form entry primary school with Nursery (2 x half day sessions) and a Children's 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.</li> <li>Free school meal entitlement is higher than that stated on EduBase (19%). 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. However, we apply pupil premium to those pupils regardless. Pupil premium at Maryland is therefore under-funded.</li> </ul>
<ul style="list-style-type: none"> <li><b>Amount of Pupil Premium received</b></li> </ul>	£163,368
<ul style="list-style-type: none"> <li><b>Number of known eligible pupil:</b></li> </ul>	55
<ul style="list-style-type: none"> <li><b>No on roll</b></li> </ul>	446

Figures accurate 09/2016

No	Area of spend	Focus of spend	Desired impact	Evaluation – This column is to be completed at the end of the year.
1	<ul style="list-style-type: none"> <li><b>Academic Assistants x2</b></li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for small group tuition (literacy, numeracy and phonic support)</li> <li>1:1, 2:1 or 4:1 booster for targeted pupils falling behind age expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that FSM pupils achieve in line with non-FSM pupils across the school</li> <li>FSM pupils highlighted in target yeargroups, Year 3 &amp; 6, are brought in line with no FSM pupils.</li> <li>All FSM pupils are confident to articulate their progress, achievements and next steps against the non-negotiables*. This increased self-esteem is evident in pupils' participation and behaviour in whole class learning.</li> </ul> <p><i>*Non –negotiables are a list of literacy and numeracy end of year expectations for each year group.</i></p>	 <p><i>Booster group support taking place.</i></p>
2	<ul style="list-style-type: none"> <li><b>School holiday booster provision</b></li> </ul>	<ul style="list-style-type: none"> <li>To offer opportunities for targeted children to attend holiday booster clubs (5 weeks of the year), either full day or half day.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils highlighted falling just below Maryland's expected standards will receive support, with a focus on consolidating topics covered during term time and enable them to catch up.</li> <li>Pupils' standards will raise from yeargroup starting points.</li> </ul>	

3	<ul style="list-style-type: none"> <li><b>Additional TA in Reception year group</b></li> </ul>	<ul style="list-style-type: none"> <li>Extra capacity in Reception classes to accommodate the wide variety of needs in the year group.</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Key SEN pupils have access to the necessary additional support thereby minimising the impact their needs might have had on the whole cohort.</li> <li>Access to consistent Box Clever (speech and language prog.) and Nurture group sessions.</li> </ul>	 <p><i>TA in consolidation session with small group.</i></p>
4	<ul style="list-style-type: none"> <li><b>Full time Family Support worker from School Home Support – (SHS)</b></li> </ul>	<ul style="list-style-type: none"> <li>Support families with challenging socio-economic circumstances that create barriers to pupils’ learning.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and punctuality remains at 97% and above. (National average is 95%)</li> <li>Persistent absenteeism is reduced to below 1%.</li> <li>Parental involvement continues to be strong, e.g. through Maryland United (school Parent Teachers association).</li> <li>Maintain SHS, “Model school for Attendance” status.</li> </ul>	 <p><i>Attendance monitoring display board.</i></p>
5	<ul style="list-style-type: none"> <li><b>Year 6 residential trip to Fairplay House</b></li> </ul>	<ul style="list-style-type: none"> <li>To cover the cost of pupils visit to Fairplay House.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that all children in Year 6 are given equal opportunity to attend residential trip and gain a wider variety of experiences.</li> <li>Pupils to engage in activities that would otherwise not be available to them.</li> <li>To promote SMSC, teambuilding, confidence, self-esteem and growth mindset – all important for preparation for adulthood.</li> </ul>	 <p><i>Pupils enjoying a previous trip to Fairplay House.</i></p>
6	<ul style="list-style-type: none"> <li><b>Payment Provision</b></li> </ul>	<ul style="list-style-type: none"> <li>Equality of opportunities for all pupils to access wider life experiences e.g. school trips.</li> </ul>	<ul style="list-style-type: none"> <li>School uniform made available to pupils whose parents cannot afford it.</li> <li>Subsidising transportation and entry costs for educational visits, giving disadvantaged pupils equal access to these valuable learning experiences.</li> </ul>	

**Monitoring:**

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

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