



Maryland Primary School and Children Centre

Pupil Premium 2016 -17

<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 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.
<ul style="list-style-type: none"> Amount of Pupil Premium received 	£163,368
<ul style="list-style-type: none"> Number of known eligible pupils: 	55
<ul style="list-style-type: none"> No on roll 	446

Figures accurate 09/2016

No	Area of spend	Focus of spend	Desired impact	Evaluation – <i>This column is to be completed at the end of the year.</i>	Continue in 2017/18																								
1	<ul style="list-style-type: none"> Academic Assistants x2 	<ul style="list-style-type: none"> Opportunities for small group tuition (literacy, numeracy and phonic support) 1:1, 2:1 or 4:1 booster for targeted pupils falling behind age expected progress. 	<p>To ensure that FSM pupils achieve in line with non-FSM pupils across the school</p> <ul style="list-style-type: none"> FSM pupils highlighted in target yeargroups, Year 3 & 6, are brought in line with no FSM pupils. 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. <p><i>*Non –negotiables are a list of literacy and numeracy end of year</i></p>	<p>Each of the tables below shows the number of pupils in each year group who received booster sessions during the school day during the academic year 2016/17. For pupils to have made expectable progress their scores must have increased by a minimum of 8%, those achieving an increase of 15% are considered to have made exceptional progress, shown in the + columns. Year 6 cannot be measured with exceptional progress at the time due to how SATs are recorded.</p> <ul style="list-style-type: none"> Year 3 <table border="1"> <thead> <tr> <th>Subject</th> <th>Reading</th> <th>Reading +</th> <th>Maths</th> <th>Maths +</th> </tr> </thead> <tbody> <tr> <td>Number of pupils</td> <td>8/8</td> <td>4/8</td> <td>13/18</td> <td>7/18</td> </tr> <tr> <td>%</td> <td>100%</td> <td>50%</td> <td>72%</td> <td>39%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Year 4 <table border="1"> <thead> <tr> <th>Subject</th> <th>Reading</th> <th>Reading +</th> </tr> </thead> <tbody> <tr> <td>Number of pupils</td> <td>10/10</td> <td>8/10</td> </tr> <tr> <td>%</td> <td>100%</td> <td>80%</td> </tr> </tbody> </table>	Subject	Reading	Reading +	Maths	Maths +	Number of pupils	8/8	4/8	13/18	7/18	%	100%	50%	72%	39%	Subject	Reading	Reading +	Number of pupils	10/10	8/10	%	100%	80%	<p>✓ (with Improvements see *)</p>
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			<p><i>expectations for each year group.</i></p>	<ul style="list-style-type: none"> Year 5 <table border="1" data-bbox="1050 172 1491 296"> <tr><td>Subject</td><td>Reading</td><td>Reading +</td></tr> <tr><td>Number of pupils</td><td>11/12</td><td>9/12</td></tr> <tr><td>%</td><td>92%</td><td>75%</td></tr> </table> Year 6 <table border="1" data-bbox="1055 363 1496 488"> <tr><td>Subject</td><td>Reading</td><td>Maths</td></tr> <tr><td>Number of pupils</td><td>4/12</td><td>6/11</td></tr> <tr><td>%</td><td>33%</td><td>55%</td></tr> </table> Conferencing of pupil premium pupils demonstrates that they are able to fully discuss the non-negotiables that they are working towards as well as those that they are <p>In total 82 pupils received booster during the school day in the form of 1:1 or small group tuition. Of these 82 pupils 61 made a good level of progress (74%), which 33 made an exceptional level of progress (40%). In addition, mental maths (see AA tracking) and additional literacy sets were taken by our academic assistants. This initiative has enabled us to support a wider number of pupils when compared with last academic year and provided exceptional value for money.</p> <p>*To further improve pupil outcomes in 2017/2018: -Booster sessions will have a greater focus on individual/group needs -Structure and content of booster sessions to be reviewed to maximise impact</p>	Subject	Reading	Reading +	Number of pupils	11/12	9/12	%	92%	75%	Subject	Reading	Maths	Number of pupils	4/12	6/11	%	33%	55%							
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2	<ul style="list-style-type: none"> School holiday booster provision 	<ul style="list-style-type: none"> To offer opportunities for targeted children to attend holiday booster clubs (5 weeks of the year), either full day or half day. 	<ul style="list-style-type: none"> 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. Pupils' standards will raise from yeargroup starting points. 	<ul style="list-style-type: none"> 34 pupils from Year 6 highlighted as being at risk of not meeting expected standards in SATs or requiring consolidation attended school holiday booster. Pupils achieving the expected standard based on teacher assessment is as follows: <table border="1" data-bbox="1050 994 1491 1118"> <tr><td>Subject</td><td>Reading</td><td>Maths</td></tr> <tr><td>Number of pupils</td><td>26/34</td><td>28/34</td></tr> <tr><td>%</td><td>76%</td><td>82%</td></tr> </table> 49 pupils from Year 3 – 5 highlighted as being at risk of not meeting expected standards during May assessment week or requiring consolidation attended school holiday booster. Pupils making progress and exceptional progress are as follows: <table border="1" data-bbox="1050 1203 1559 1390"> <tr><td>Subject</td><td>Reading</td><td>Reading +</td><td>Maths</td><td>Maths +</td></tr> <tr><td>Number of pupils</td><td>41/49</td><td>25/49</td><td>41/49</td><td>18/49</td></tr> <tr><td>%</td><td>76%</td><td>51%</td><td>82%</td><td>37%</td></tr> </table> During May half term Writing Master Classes were offered to all pupil premium pupils from Y5-3. 26 out of 49 pupil premium pupils (51%) attended with a further 10 non pupil premium pupils attending. Feedback from pupils and writing outcomes were very good, some examples of which will appear on 	Subject	Reading	Maths	Number of pupils	26/34	28/34	%	76%	82%	Subject	Reading	Reading +	Maths	Maths +	Number of pupils	41/49	25/49	41/49	18/49	%	76%	51%	82%	37%	<p>✓ (with Improvements see *)</p>
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				<p>our dedicated writing website, marylandwepublish.org/</p> <p>Considering the improved outcomes for pupils and high proportion who made significant progress we feel that this initiative has provided exceptional value for money.</p> <p>*To further improve pupil outcomes in 2017/2018:</p> <ul style="list-style-type: none"> -provide increased training opportunities for Academic Assistants so that teaching is of the highest standard -increase and sustain pupil attendance capacity for both low and more able achievers 	
3	<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. 	<p>There are currently 5 Pupil Premium pupils in Reception. 4 of those 5 met the end of year expectations. 2 of the 5 have been highlighted for extra support during Year 1.</p> <ul style="list-style-type: none"> Transition processes were put into place in the summer term prior to commencing reception. This included frequent visits to reception classes for internal pupils. External pupils also had many opportunities to visit the setting and meet teaching staff, these were organised by Reception Leader and nursery contacts. This enabled children to settle well. Children underwent a smooth transition and did not require additional support to be put into place. Pupils were highlighted early in the year with initial concern forms being completed as soon as a concern was raised. Of the 5 Pupil Premium pupils in the cohort none have SEN. There are currently 3 SEN pupils in reception, 1 who was highlighted during nursery. A nurture group was beneficial for pupils who needed additional support with regards to social interactions. The group consists of 5 children who find it difficult to interact with others, communicate their needs, or socialise (PSHE). In addition, a mid-phase child benefitted from box clever, which supported his confidence and speech and language progress. 4 out of those 6 children reached the expected standard as a result of this support. <p>Outcomes for the children who received support were very good. Next year the deployment of this TA will be consider to ensure maximum impact.</p>	✓
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, e.g. through Maryland United (school Parent Teachers association). Maintain SHS, "Model school for Attendance" status. 	<ul style="list-style-type: none"> Attendance is in line with the national average of 95%. The target of 97% was missed largely due to an outbreak of chicken pox. Persistent absenteeism has risen to 7%, up from 5.2% during the 2015/16 academic year (September – June). The 7% represents a total of 42/351 children at compulsory school age. However, a large proportion of those children qualified as PA due to chicken pox, 25/42 (60%). Removing those children who suffered from chicken pox PA would be at 4.8% During this year 17 coffee mornings and Maryland United meetings have taken place. The PTA has been involved in organising a Cultural Evening, Mother's Day Celebration, Christmas Faye and Summer Disco. Model school status for attendance has been maintained and our FSW advises other schools with attendance concerns. In addition to the above 56 children and their parents have been supported this year with issues including housing and benefits. Support is also being provided for 5 parents where children have been identified as having eating problems. At the time of writing there are currently 40 open cases supporting 22 children and 18 parents. 6 cases have recently been closed. 	✓

				<p>During this year our Family Support worker has worked incredibly hard to ensure attendance remains high and that families are provided with support when they most need it. This initiative has provided exceptional value for money.</p>	
5	<ul style="list-style-type: none"> Year 6 residential trip to Fairplay House 	<ul style="list-style-type: none"> To cover the cost of pupils visit to Fairplay House. 	<ul style="list-style-type: none"> To ensure that all children in Year 6 are given the opportunity to attend residential trip and gain a wider variety of experiences. Pupils to engage in activities that would otherwise not be available to them. 	<ul style="list-style-type: none"> 22 out 26 pupil premium pupils in Year 6 attended the annual Year 6 residential trip to Fairplay House. Contributions towards the cost of this trip benefited all pupils who attended. While at Fairplay House pupils completed activities such as Caving, High Ropes, Canoeing and a night walk to see the stars without the light pollution found living in a large city such as London. <p>All pupils returned to school having completed a range of activities that were new to them and</p>  <p>provided lifelong memorable experiences. As a result we believe this provided very good value for money.</p>	✓
6	<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. school trips. 	<ul style="list-style-type: none"> School uniform made available to pupils whose parents cannot afford it. Subsidising transportation and entry costs for disadvantaged pupils during educational visits. 	<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. <p>Ensuring that pupils are able to come to school feeling they are included, whether that be by wearing the same school uniform, having a new pair of shoes that fit or knowing they will be attending school visits with their friends is incredibly important to us. We are pleased that the additional funding provided by the Pupil Premium enables us to help in this way.</p>	✓

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
- Attendance monitoring