



Maryland Primary School and Children Centre

Pupil Premium 2017 -18

<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 Children's Centre. We are situated in a high density, socially challenged urban area. We are a truly multicultural school with 95% 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 (15.9%). 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 	£146,520
<ul style="list-style-type: none"> • Number of known eligible pupils: 	49
<ul style="list-style-type: none"> • No on roll 	447

Figures accurate 09/2017

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 2018/19
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. • Booster sessions will have a greater focus on 		

			<p>individual/group needs</p> <ul style="list-style-type: none"> • Structure and content of booster sessions to be reviewed to maximise impact <p><i>*Non –negotiables are a list of literacy and numeracy end of year expectations for each year group.</i></p>		
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. • Increased training opportunities for Academic Assistants will ensure teaching is of the highest standard • Pupil attendance figures will increase and be sustained , there will be a larger capacity to boost 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. 		
4	<ul style="list-style-type: none"> • Full time Family Support worker from School Home Support – 	<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 		

	(SHS)		Teachers association). <ul style="list-style-type: none"> Maintain SHS, "Model school for Attendance" status. 		
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. 		
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. 		
7	<ul style="list-style-type: none"> Enrichment & targeted OHSL 	<ul style="list-style-type: none"> Equality of opportunities for all pupils to access wider life experiences e.g. school trips. To provide opportunity for extra curriculum support in core subjects 	<ul style="list-style-type: none"> Focus pupil groups (eg. lower attainers, pupil premium, more able) make at the very least 'good' progress to ensure that they achieve in line or better than other pupils and attainment is in line with national expectations. 		
8	<ul style="list-style-type: none"> EAL support 	<ul style="list-style-type: none"> Resources to support EAL pupils - including timetabled support from various staff to accelerate progress of EAL pupils particularly in the current year 3 cohort (high mobility, new arrivals with little or no English) 	<ul style="list-style-type: none"> New arrivals with no English or previous school experience, acquire English at an accelerated pace so that they can quickly become more able to access the rest of the curriculum in line with the rest of their peers 		

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