



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>'good progress' = scores increase by 8-14% 'exceptional progress' = scores increase by 15%+</p> <p>Based on last year's evaluation, maximising and improving outcomes, particularly for the year 6 pupil intervention was necessary. See below for a comparison of maths progress made by Y6 borderline expected pupils:</p> <table border="1"> <thead> <tr> <th>2016-2017 – 12 pupils in group</th> <th colspan="2">Maths</th> </tr> <tr> <td></td> <th>Good progress</th> <th>Exceptional progress</th> </tr> </thead> <tbody> <tr> <td>% of children in withdrawal group who made progress</td> <td>55%</td> <td>0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>2017-2018 – 14 pupils in group</th> <th colspan="2">Maths</th> </tr> <tr> <td></td> <th>Good progress</th> <th>Exceptional progress</th> </tr> </thead> <tbody> <tr> <td>% of children in withdrawal group who made progress</td> <td>50%</td> <td>43%</td> </tr> </tbody> </table> <p>The children who didn't make at least good progress were targeted for holiday tuition sessions.</p>	2016-2017 – 12 pupils in group	Maths			Good progress	Exceptional progress	% of children in withdrawal group who made progress	55%	0%	2017-2018 – 14 pupils in group	Maths			Good progress	Exceptional progress	% of children in withdrawal group who made progress	50%	43%	✓
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			<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>	<p>The intervention outcomes for targeted children were improved by:</p> <ul style="list-style-type: none"> -improving communication with Academic Assistants and class teachers -ensuring curriculum content and assessment information was being used as a basis for afternoon intervention -Academic Assistants had opportunities to support key children within the class setting as well as outside of the class -capacity for intervention was not spread across the whole school, it was targeted to key yeargroups which meant that pupils identified received more intervention per week (e.g. 1hr30mins per week instead of previously 45mins) <p>Pupils who had intervention were conferenced to gain their views about the impact of the sessions (sample size 10 pupils):</p> <ul style="list-style-type: none"> • 100% felt that the sessions had helped them to catch up or address their targets, mainly in preparation for reading and grammar as some pupils find these difficult • 90% felt their confidence had improved, practising skills needed for upcoming SATs was highly favoured by the Y6 pupils. • 70% felt that being rewarded with prizes for resilience, attendance (etc) was meaningful and encouraging. <p>Due to PP pupils across the school being tracked more robustly than previously, of the PP pupils in year 4 to year 6 (focus yeargroups for intervention), 82% received some form of intervention this academic year – this included: afternoon withdrawal, in-class support, holiday tuition.</p> <p>Considerations for next year for point 1 & 2:</p> <p>-review intervention capacity in-light of changes to staffing</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 	<p>See below for a snapshot of progress made in reading by year 6 pupils who attended half term holiday tuition (key children attended more than one set of holiday sessions):</p> <table border="1" data-bbox="1003 951 1697 1102"> <thead> <tr> <th rowspan="2">2017-2018 – 30 pupils in group</th> <th colspan="2">Reading</th> </tr> <tr> <th>Good progress</th> <th>Exceptional progress</th> </tr> </thead> <tbody> <tr> <td>% of children in withdrawal group who made progress</td> <td>27%</td> <td>60%</td> </tr> </tbody> </table> <p>Academic Assistants have had training and support in a variety of ways in order to improve quality of teaching:</p> <ul style="list-style-type: none"> -attended staff meetings/training -team teaching with DHTs -observations & feedback -improvement in the quality of plans being used (produced by teachers) <p>Pupil capacity for holiday tuition (this includes half terms and Easter) has increased this year compared to last due to parents being notified earlier & swift follow-up calls/meetings for those who did not want to attend initially. Example: 2017 Feb half term – 29 pupils attended whereas 2018 Feb half term - 49 pupils attended.</p> <p>Considerations for next year:</p> <p>-continue to develop mastery elements of differentiation for the more able pupils</p>	2017-2018 – 30 pupils in group	Reading		Good progress	Exceptional progress	% of children in withdrawal group who made progress	27%	60%	✓
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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 4 pupil premium pupils in Reception, as well 82% of the cohort being well below national expectations at the start of the academic year in Sept 2017. The additional TA has meant there has been more support for pupils, which has contributed to the following outcomes:</p> <ul style="list-style-type: none"> • All PP pupils in this cohort will make GLD (good level of development), except one child • The one child that will not make GLD has however made at least 6 steps of progress in every area of learning (more in some areas). This child could not hold a pencil, unable to form any letters and did not know any RWI sounds but can now write their name and is beginning to use phonic knowledge to write some simple words • The accelerated progress of these pupils, and also of non-pupil premium pupils in this cohort is directly linked to the interventions that take place each afternoon (led by teaching assistants), the additional TA has meant that intervention capacity has increased 	✓
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"> • School attendance is above national average of 95%. Maryland is 96.39% up by 0.9% increase • Persistent absenteeism (PA) is 6.01%, down from 7.12% during 2016/17 academic year (Sep – May). The 6.01% represent 21/349 children at compulsory school age. Some of the PA children parents have been receiving treatment abroad which effected our PA results. • During this year 10 coffee mornings, 4 cooking classes and 5 Maryland United meeting took place. During these coffee mornings we had outside agencies attend like Employment and Training, Community link run budgeting sessions. Maryland United have been involved with Christmas Fare, Mother's Day celebration, Cultural Evening and Summer Disco. • Model school status for attendance has been maintained and our Family Support Worker advises other schools with attendance concerns and set up a system to monitor attendance. • In addition to the above 51 children and their parents have been supported this year with issues including housing, domestic violence, mental health, midterm admissions, transition from primary to secondary, attending with parents to hospital appointments, challenging authorities for people rights, benefits, etc. <p>Support is also being provided for many parents where children have been identified as having eating problems. At the time of writing there are currently 66 open cases supporting 51 children and 24 parents.</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. 	<p>Contributions towards the cost of the annual Year 6 residential trip to Fairplay House were provided to families of both pupil premium pupils and those families that required further support. This trip benefited all pupils who attended.</p> <p>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. All pupils returned to school having completed a range of activities that were new to them and provided lifelong memorable experiences.</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. 	<p>Many of the pupils who have benefited from this strategy qualify for pupil premium. Specific children received support in a range of ways listed in the focus. Positive impact includes all pupils in each class being able to attend school trips as contributions are voluntary. All pupils feel part of the school community as a result of having uniform. This has ensured that pupils are confident to come to school with high self-esteem and impacts positivity on pupil engagement in lessons.</p>	✓

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. 	<p>There have been a vast range of exciting co-curriculum clubs this year, these were targeted in terms of content and for particular children including pupil premium students. They ranged from an advanced computing club (ICT school priority) to Maryland Spectacular Speakers which developed oracy skills for more able nursery & KS1 pupils, including those who required confidence boosting.</p> <p>Considerations for next year: -The system which tracks pupils who have previously attended clubs is being reviewed so that it can be even more efficient.</p>	✓												
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 	<p>The following strategies were put in place, some of which required funding from PP budget:</p> <ul style="list-style-type: none"> • The purchase of additional resources to support learning within lessons and in intervention groups e.g. bi-lingual books and games • Providing capacity for small group withdrawal intervention in the afternoons • An additional phonics group was created to tailor daily English lesson to promote accelerated progress for these pupils (required an additional adult) • An increase in adult support during lessons for key yeargroups with large numbers of EAL pupils e.g. yr3 <p>Impact of strategies on yr3 attainment in reading and writing - % relates to the number of children who are at the expected level</p> <table border="1" data-bbox="999 802 1514 946"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46%</td> <td>69%</td> <td>+23%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>55%</td> <td>+36%</td> </tr> </tbody> </table>		Autumn	Spring	progress	Reading	46%	69%	+23%	Writing	19%	55%	+36%	✓
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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
- Pupil conferencing