



Maryland Primary School and Children's Centre

Pupil Premium 2019-20 Evaluation

● Context of the school:

- Maryland School is a two form entry primary school with a 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 91% minority ethnic groups. There are approx. 46 languages including dialects represented in the school. The school staff increasingly reflect the multi- ethnic profile of the pupils. The range of religions represented in the school is reflective of the trend in Newham. At present, **45% of** our pupils are Christian, **40%** are Muslim, **9%** indicated no religion and then smaller numbers representing Sikhism, Hinduism, Buddhism etc.
- Free school meal entitlement is higher than that formally stated on EduBase. The government 'provides' universal free school meals for infants (UFSMI) or 'eat for free' and due to this programme, parents are failing to register themselves as being eligible for FSM, which means we only have 15.6% (70) pupils who are currently eligible for Free School Meals and 18.5% (83) are classified as pupil premium.

COVID-19 Update (September 2020)

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the pupil premium grant

During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

Step 1 - Children attended school


Step 2 - Ensuring children have the correct tools to complete home learning. e.g providing laptops, internet access, meals.

Step 3 - Family support through home visits etc. Organising food parcels to the homes of free school meal pupils

- Future versions of the strategy will reflect the changes that are currently being made.
- School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:
- <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>
- <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

• Amount of Pupil Premium received	£ 134,640
• Number of known eligible Pupil Premium pupils:	83
• No on roll	448

Figures accurate Oct 2019..

No	Area of spend	Focus of spend	Desired impact	Evaluation – <i>To be completed at the end of the year</i>	Continue in 2020/21																		
1	<ul style="list-style-type: none"> Academic Assistants (AAs) x2 employed specifically for boosting and intervention 	<p>Opportunities for small group tuition (literacy, numeracy) and support with homework on a weekly basis.</p>	<p>To ensure that FSM pupils achieve in line with non-FSM pupils across the school.</p> <ol style="list-style-type: none"> FSM pupils especially the current years 5 and 6 cohort to be targeted for intervention so that they are brought in line with non-FSM pupils. 40% of both cohorts are midphase admissions which has resulted in low performance. All FSM pupils are confident to articulate their progress, achievements and next steps against the non-negotiables*. AAs will supervise Homework club so that parents are supported in helping their children at home so that learning skills are firmly consolidated. <p><i>*Non –negotiables are a list of literacy and numeracy end of year expectations for each year group.</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 2019/20 from September to March (prior to lockdown . Unfortunately progress cannot be measured as exams were cancelled</p> <ul style="list-style-type: none"> Year 2 <table border="1" data-bbox="1290 679 1731 767"> <tr> <td>Subject</td> <td>Reading</td> <td>Maths</td> </tr> <tr> <td>Number of pupils</td> <td>17</td> <td>15</td> </tr> </table> <ul style="list-style-type: none"> Year 5 <table border="1" data-bbox="1290 823 1731 911"> <tr> <td>Subject</td> <td>Reading</td> <td>Maths</td> </tr> <tr> <td>Number of pupils</td> <td>9</td> <td>8</td> </tr> </table> <ul style="list-style-type: none"> Year 6 <table border="1" data-bbox="1290 967 1731 1110"> <tr> <td>Subject</td> <td>Reading</td> <td>Maths</td> </tr> <tr> <td>Number of pupils</td> <td>12</td> <td>14</td> </tr> </table> <ul style="list-style-type: none"> 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 75 pupils received booster during the school day in the form of 1:1 or small group tuition. This initiative has enabled us to support a wider number of pupils when compared with last academic year and provided exceptional value for money. There would have been more pupils who would have benefitted, but due to the school closure, the intervention programme was paused.</p>	Subject	Reading	Maths	Number of pupils	17	15	Subject	Reading	Maths	Number of pupils	9	8	Subject	Reading	Maths	Number of pupils	12	14	
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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 have access to quality early support that ensures readiness to learn by the end of the first half of the autumn term. • Access to consistent Box Clever (speech and language prog.) and Nurture group sessions that promote effective social and communication interactions in the cohort. • Additional RWI tutor to provide smaller tuition for phonics sessions so that we are able to maintain our current 92% success rate. 	<ul style="list-style-type: none"> • Transition processes were put into place in the summer term prior to commencing reception as Nursery was one of the few cohorts permitted to school. This included frequent visits to reception classes for internal pupils. External pupils also were given the opportunity to visit the setting and meet teaching staff, as part of the Meet the Teacher event held in the summer to welcome children back to school. 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. 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. • Outcomes for the children who received support were very good. Next year the deployment of this TA will be considered to ensure maximum impact. 	✓												
3	<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%, above the national average. • Persistent absenteeism is lower compared to last year's average of 6%. • Parental involvement continues to be strong, through Maryland United (Parent Teachers Association) and attendance at whole school events. • Keep parent attendance at an average of 200 plus per event. 	<ul style="list-style-type: none"> • Attendance is above the national average, at 96% • During the Summer 2020 term, attendance was well above the national average of 85% • Below information is for Term 1 2020/21 (COVID Period) <table border="1" data-bbox="1294 1042 1700 1211"> <thead> <tr> <th></th> <th>Term 1 2019/20</th> <th>Term 1 2020/21 Covid Period</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>95.53%</td> <td>93.11%</td> <td>Including Nursery</td> </tr> <tr> <td>Compulsory age</td> <td>96.35%</td> <td>93.46%</td> <td>Year 1-6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Model school status for attendance has been maintained and our FSW advises other schools with attendance concerns . <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>		Term 1 2019/20	Term 1 2020/21 Covid Period	Comments	Whole school	95.53%	93.11%	Including Nursery	Compulsory age	96.35%	93.46%	Year 1-6	✓
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4	<ul style="list-style-type: none"> ● Year 6 residential trip to Fairplay House 	<ul style="list-style-type: none"> ● To subsidise the cost of pupils visits to Fairplay House. 	<ul style="list-style-type: none"> ● To ensure that all children in Year 6 are given the opportunity to attend the annual residential trip to gain a wider variety of experiences from activities that would otherwise not be available to them. 		✓
5	<ul style="list-style-type: none"> ● Co-curricular enrichment including OHSL 	<ul style="list-style-type: none"> ● Equality of opportunities for all pupils to access wider life experiences e.g. school trips and clubs. 	<ul style="list-style-type: none"> ● Focus pupil groups (eg. lower attainers, pupil premium, more able) have high self-esteem and expectations of themselves as a result of the access to enrichment opportunities and therefore motivated achieve in line with national expectations. 	<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. 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. 	✓

Monitoring:

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

- Baseline assessment
- Benchmarking
- Tracking and monitoring by SLT, middle leaders, leaders, givers, SIA
- SLT strategic meetings
- Pupil progress meetings
- Formative and summative assessment including test results -measured against-national and local data
- Personal staff interview
- Attendance monitoring
- Pupil conferencing