



# Maryland Primary School and Children's Centre

## Pupil Premium strategy statement

### 3 year plan

#### School overview

● <b>School name</b>	Maryland Primary School
● <b>Pupils in school</b>	430
● <b>Context of the school:</b>	● 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. 41 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.
● <b>Proportion of disadvantaged pupils</b> <small>*taken from January 2020 census **taken from <a href="#">Autumn 2020 census</a></small>	<b>2019/20 - 103 pupils- 25%</b> <b>2020/21- 107* pupils 27%</b> <b>2021/22-116** pupils 29%</b>
● <b>Pupil premium allocation this academic year</b>	<b>2019-20- £134,640</b> <b>2020-21 £146,260</b>
● <b>Academic year or years covered by statement</b>	2019/20- 2020/21-2021-22
● <b>Publish date</b>	26 November 2020
● <b>Review date</b>	01 September 2021

- Disadvantaged pupil progress scores for last academic year (2019)

Measure	Average Progress Score
Reading	3.12
Writing	0.73
Maths	1.53

#### Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2	80%
Achieving high standard at KS2 in all 3 subjects	0%
Higher standard in reading	40%
Higher standard in writing	7%
Higher standard in maths	20%

#### Strategy aims for disadvantaged pupils



Measure	Activity	Evaluation <i>To be completed at the end of the year</i>	Continue in 2021/22
Priority 1	To increase the percentage of disadvantaged children achieving the higher standard in all 3 subjects		
Priority 2	To ensure that disadvantaged pupils achieve in line with non-disadvantaged pupils across the school.		
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions		
Projected spending	£ 146,260		

### Teaching priorities for current academic year


Aim	Target	Evaluation	Continue in 2021/22
Progress in Reading	Continue to achieve above national average progress scores in KS2 Reading	Sept 21	
Progress in Writing	Continue to achieve above national average progress scores in KS2 Writing	Sept 21	
Progress in Mathematics	Continue to achieve above national average progress score in KS2 Mathematics	Sept 21	
Phonics	Continue to achieve above national average expected standard in Phonic Screening	Sept 21	
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21	


Measure	Activity	Evaluation	Continue in 2021/22
<b>Priority 1</b> <b>To increase the percentage of disadvantaged children achieving the higher standard in all 3 subjects</b>	Teachers must know what mastery/GDS is across the curriculum for their yeargroup and incorporate it into plans.	Sept 21	
	Ensure all relevant staff (including new staff) have received training to deliver the Maryland Gold Work initiative effectively.	Sept 21	
	Ensure all relevant staff are identifying pupils who are on track to achieve the higher standard during Pupil Progress meetings and addressing any barriers that have arisen	Sept 21	
	Increased expectations for all groups to 'grow' the number of the most able to more closely match national and local profile	Sept 21	
<b>Priority 2</b> <b>To ensure that disadvantaged pupils achieve in line with non-disadvantaged pupils across the school.</b>	The disadvantaged across the school are identified.		
	Increased expectations for all groups to 'grow' the number of expected and narrow any gaps that have arisen.		

### Targeted academic support for current academic year

Measure	Activity	Evaluation	Continue in 2021/22
<p>Priority 1</p> <p>1.To ensure that FSM pupils achieve in line with non-FSM pupils across the school.</p>  <p><i>Booster group support taking place.</i></p>	<ul style="list-style-type: none"> <li><b>Academic Assistants (AAs) x1 employed specifically for boosting and intervention</b></li> </ul> <p>Opportunities for small group tuition (literacy, numeracy) and support with homework</p> <ol style="list-style-type: none"> <li>FSM pupils especially the current years 2,3 5 and 6 cohort to be targeted for intervention so that they are brought in line with non-FSM pupils.</li> <li>All FSM pupils are confident to articulate their progress, achievements and next steps against the non-negotiables*.</li> </ol> <p><i>*Non –negotiables are a list of literacy and numeracy end of year expectations for each year group.</i></p>		
<p>Priority 2</p> <p>Extra capacity in Reception classes to accommodate the wide variety of needs in the year group</p>  <p><i>TA in consolidation session with small group.</i></p>	<ul style="list-style-type: none"> <li><b>Additional TA in Reception year group</b></li> </ul> <p>Cohort to have access to quality early support that ensures readiness to learn by the end of the first half of the autumn term.</p> <p>Access to consistent Box Clever (speech and language prog.) and Nurture group sessions that promote effective social and communication interactions in the cohort.</p> <p>Additional RWI tutor to provide smaller tuition for phonics sessions so that we can maintain our current 92% success rate</p>		

### Wider strategies for current academic year

Measure	Activity	Evaluation	Continue in 2021/22
<p>Priority 1</p> <ul style="list-style-type: none"> <li><b>Full time Family Support worker</b></li> <li>Attendance and punctuality remain at 97%, above the national average.</li> </ul> 	<p>Support families with challenging socio-economic circumstances that create barriers to pupils' learning.</p> <ul style="list-style-type: none"> <li>Parental involvement continues to be strong, through Maryland United ( Parent Teachers Association) and attendance at whole school events.</li> <li>Keep parent attendance at an average of 200 plus per event.(Post Covid period)</li> </ul>		

<ul style="list-style-type: none"> <li>Persistent absenteeism is lower compared to last year's average of 6%.</li> </ul> <p><i>Attendance monitoring display board.</i></p>			
<p>Priority 2</p> <ul style="list-style-type: none"> <li><b>Co-curricular enrichment including OHSL</b></li> <li>Equality of opportunities for all pupils to access wider life experiences e.g. school trips and clubs.</li> </ul>  <p><i>Pupils enjoying a previous trip to Fairplay House.</i></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Barriers to learning these priorities address</p>	<p>Improving attendance and readiness to learn for the most disadvantaged pupils</p>		

### Monitoring and Implementation

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

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders

Targeted support	Ensuring enough time and material is dedicated to intervention programme using Academic Assistant and the wider intervention team	Deputy Headteacher to devise a comprehensive intervention programme tailored to the needs of each yeargroup. Devise a whole school intervention timetable with the Deputy Headteacher to meet the needs of the pupils. .
Wider strategies	Engaging the families facing most challenges are supported.	Working closely with the LA and other local schools and the Family Support Worker to ensure these families benefit.