



# Maryland Primary School and Children's Centre

## Pupil Premium strategy statement & evaluation

3 year plan (including September 2021 review)

### School overview

● <b>School name</b>	Maryland Primary School
● <b>Pupils in school</b>	396
● <b>Context of the school:</b>	<ul style="list-style-type: none"><li>● 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 92% minority ethnic groups. There are approx. 44 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.</li></ul>
● <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>2021-22 £156,020</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	Score
Meeting expected standard at KS2	80%	30%
Achieving high standard at KS2 in all 3 subjects	0%	
Higher standard in reading	40%	22%
Higher standard in writing	7%	
Higher standard in maths	20%	9%

#### Strategy aims for disadvantaged pupils



Measure	Activity	Evaluation September 2021 <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	This data will be provided in June 2022	Yes
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 September 2021	Continue in 2021/22
<b>Progress in Reading</b>	Continue to achieve above national average progress scores in KS2 Reading	This data will be provided in June 2022	Yes
<b>Progress in Writing</b>	Continue to achieve above national average progress scores in KS2 Writing		
<b>Progress in Mathematics</b>	Continue to achieve above national average progress score in KS2 Mathematics		
<b>Phonics</b>	Continue to achieve above national average expected standard in Phonic Screening		
<b>Other</b>	Improve attendance of disadvantaged pupils to LA average (98.5%)		


Measure	Activity	Evaluation September 2021	Continue in 2021/22
<b>Priority 1</b> To increase the percentage of disadvantaged children achieving the higher standard in all 3 subjects	Teachers must know what mastery/GDS is across the curriculum for their yeargroup and incorporate it into plans.	It is clear that 'gold work' is embedded in teaching and learning through learning walks, book looks and pupil conferencing	Yes
	Ensure all relevant staff (including new staff) have received training to deliver the Maryland Gold Work initiative effectively.	This is now embedded onto the staff induction programme	Yes
	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	This is embedded into teacher appraisal and pupil progress meetings with teachers three times per year	Yes
	Increased expectations for all groups to 'grow' the number of the most able to more closely match national and local profile	This is embedded into teacher appraisal and pupil progress meetings with teachers three times per year	Yes
<b>Priority 2</b> To ensure that disadvantaged pupils achieve in line with non-disadvantaged pupils across the school.	The disadvantaged across the school are identified.	Yes - set at Teacher appraisal target	Yes
	Increased expectations for all groups to 'grow' the number of expected and narrow any gaps that have arisen.	This is embedded into teacher appraisal and pupil progress meetings with teachers three times per year	Yes


## Targeted academic support for current academic year

Measure	Activity	Evaluation September 2021	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>Impact of in school tuition (AA)</p> <p>Average scaled score increase spring to summer 2021</p> <table border="1" data-bbox="1370 384 1989 639"> <thead> <tr> <th colspan="2">no. of chn receiving tuition</th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>year 2</td> <td>31%</td> <td>+1.8</td> <td>+1.2</td> </tr> <tr> <td>year 3</td> <td>49%</td> <td>+7.9</td> <td>+6.1</td> </tr> <tr> <td>year 5</td> <td>45%</td> <td>+2.5</td> <td>n/a</td> </tr> </tbody> </table>	no. of chn receiving tuition		Reading	Maths	year 2	31%	+1.8	+1.2	year 3	49%	+7.9	+6.1	year 5	45%	+2.5	n/a	<p><b>Yes</b></p>
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<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>	<p>Due to the loss of a long term TA due to long COVID, the additional TA employed in the mornings to teach RWI has been deployed in reception for team teaching, modelling and assessing reception children.</p> <p>During the lockdown periods, she regularly posted videos for the parents on Google classroom to enable them to help their children with phonic teaching - these lessons were differentiated to meet the needs of the cohort.</p> <p>When the children returned to school, she was instrumental in ensuring that all aspects of the program were taught effectively in the five reception groups. With careful monitoring and consultation with the English lead, children were able to move on in their learning and those that needed the additional support were identified and then the HLTA was timetabled to work with these children (in the</p>	<p><b>Yes</b></p>																

		<p>afternoons) to plug the gaps that had become evident.</p> <p><b>Year R</b></p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>% meeting national expectations (school)</th> <th>% meeting national expectations (national )</th> </tr> </thead> <tbody> <tr> <td>reading</td> <td>80%</td> <td>68%</td> </tr> <tr> <td>maths</td> <td>75%</td> <td>70%</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>Phonics November 2020</td> <td>92% pass</td> </tr> <tr> <td>Disadvantaged</td> <td>92% (13/14 pupils)</td> </tr> <tr> <td>Non-disadvantaged</td> <td>92%</td> </tr> </tbody> </table>	2020-21	% meeting national expectations (school)	% meeting national expectations (national )	reading	80%	68%	maths	75%	70%	Phonics November 2020	92% pass	Disadvantaged	92% (13/14 pupils)	Non-disadvantaged	92%	
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### Wider strategies for current academic year

Measure	Activity	Evaluation September 2021	Continue in 2021/22									
<p><b>Priority 1</b></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> <li>● Persistent absenteeism is lower compared to last year's average of 6%.</li> </ul> <p><i>Attendance monitoring display board.</i></p>	 <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>	<table border="1"> <thead> <tr> <th>TERM</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Spring 1</td> <td>95%</td> <td>96%</td> </tr> <tr> <td>Spring 2</td> <td>93%</td> <td>95%</td> </tr> </tbody> </table>	TERM	2020	2021	Spring 1	95%	96%	Spring 2	93%	95%	Yes
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<p><b>Priority 2</b></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 to achieve in line with national expectations.</li> </ul>	<ul style="list-style-type: none"> <li>● 2021-22- pupil premium funding has been used to support Year 6 visit to Fairplay House (November 2021)</li> <li>● Pupil conferencing showed that children cherish the experience which was evident in their engagement with activities.</li> </ul>	<ul style="list-style-type: none"> <li>● YES</li> </ul>									
<p>Barriers to learning these priorities address</p>	<p>Improving attendance and readiness to learn for the most disadvantaged pupils</p>	<table border="1"> <thead> <tr> <th>TERM</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Spring 1</td> <td>95%</td> <td>96%</td> </tr> <tr> <td>Spring 2</td> <td>93%</td> <td>95%</td> </tr> </tbody> </table>	TERM	2020	2021	Spring 1	95%	96%	Spring 2	93%	95%	
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### 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.

Period: 01/09/2020 AM to 16/07/2021 PM

#### Whole School Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	/	\
Free School Meals	152	92.93	5.75	1.32	1.28	0.00	45.16	46.36
No Free School Meals	334	95.27	4.14	0.59	0.60	0.00	47.97	46.68