



## Pupil premium strategy statement - Maryland Primary School

This statement details Maryland Primary's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Maryland Primary School
Pupils in school	394
Proportion of disadvantaged pupils	2019/20 - 102 pupils- 25% 2020/21- 107 pupils 26% 2021/22- 131 pupils 34%
Academic year/years that our current pupil premium strategy plan covers	2019/20 - 2020/21 - 2021/22
Publish date	26th November 2020
Statement authorised by	Lorna Jackson (Head teacher)
Pupil premium lead	Anastasia Boreham (Deputy Head Teacher)
Governor lead	Graham Plant (Chair of governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£176,195</b>
Recovery premium funding allocation this academic year	<b>£19,140</b>
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£195,335</b>

Part A: Pupil premium strategy plan  
Statement of intent

**MARYLAND CURRICULUM INTENTION: *Where our children's future matters most***

Accounting for our strengths and challenges our three curricular goals are:

**CURRICULUM GOAL 1 :** To ensure every child is secure in English, maths and computing

Core skills in English, maths and Computing underpin all aspects of learning and provide necessary skills to become 'future ready'.

**CURRICULUM GOAL 2:** To deliver a broad, balanced and rich curriculum that creates independent, resilient critical thinkers

Our six school values underpin this ethos: teamwork, respect, kindness, courage, ambition, resilience.

**CURRICULUM GOAL 3:**  
Deliver a curriculum that champions diversity and equality

Pupils have a global perspective and are well prepared for life in modern Britain. Our pupils see themselves represented in what they learn and the school itself so that equality, diversity and anti-racism are seamlessly interwoven into the curriculum.

As stated in our statement of curriculum intent, our motto 'Where our children's future matters most' encapsulates our focus for all pupils to succeed at the highest possible level. Our intention is that all pupils make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We know that the core skills in English and Maths underpin all aspects of learning. With this secure knowledge, pupils will be able to unlock the whole curriculum and will have the necessary skills to become lifelong learners. Therefore, we prioritise strategies that will support pupils to make the necessary progress in English and maths as a starting point. Maryland Primary School is a truly multicultural school with 92% minority ethnic groups, there are approx. 44 languages including dialects represented in the school. The school staff reflects the international profile of the pupils.

At Maryland, we are particularly proud of:

- The progress of disadvantaged pupils
- How learning is brought to life through rich and unique experiences.
- Making use of our resources across the whole school, so children learn about the natural environment, their local community and everything that is important to them
- We are very good at securing the basics for all children.
- We enrich our curriculum with lots of exciting opportunities and partnerships. For example: FormulaE, University of Osaka, Japan, UCL and the school of engineering
- A values-led approach to all that we do.



High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We invest heavily in staff CPD, believing that upskilling our teaching staff is the best possible way to address gaps in attainment. Learning from international research, we also focus heavily on interventions through tuition, catch up and booster classes to ensure gaps are addressed. Our assessment system quickly identifies pupils who are in danger of falling behind, allowing us to put interventions in place quickly. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

**Challenges - This details the key challenges to achievement that we have identified among our disadvantaged pupils.**

	Detail of challenge
1	To increase the percentage of disadvantaged children achieving the higher standard in reading, writing and maths
2	Ensure that all missed learning from the lockdowns in 2020 and 2021 is covered in the required depth in the 2021-22 academic year.
3	Teachers are confident with assessment for learning strategies and identifying pupil readiness to progress.
4	To ensure that disadvantaged pupils achieve in line with non-disadvantaged pupils across the school.
5	To focus on overcoming barriers to learning such as attendance, wellbeing, and ensure the provision and enrichment for vulnerable pupils such as disadvantaged and SEND is of the highest quality. Pastoral & Wellbeing support
6	To focus on enrichment opportunities for many pupils, particularly those on FSM. This has been exacerbated during the pandemic, with the loss of school clubs and educational visits. These experiences will provide rich and broad experiences that develop resilience, self-confidence and raise aspirations.
7	Staff observations and discussions with pupils and families have identified social and emotional issues for many pupils caused by the pandemic, e.g difficulties managing and regulating emotions

**Intended outcomes** - This explains the outcomes we are aiming for by the end of our current strategy plan (3 years) , and how we will measure whether they have been achieved.

Intended outcome	Target
Progress in Reading	Continue to achieve above national average progress scores in KS2 Reading
Progress in Writing	Continue to achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Continue to achieve above national average progress score in KS2 Mathematics
Phonics	Continue to achieve above national average expected standard in Phonic Screening
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)

**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%

Activity in this academic year - This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £74,335		
Activity	Target	Challenge addressed
<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 year group and incorporate it into plans. Gold work is embedded in teaching and learning through learning walks, book looks and pupil conferencing.	Challenge 1,2,3
	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.	Challenge 1 and 2
	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.	Challenge 1,2,3
	Increased expectations for all groups to 'grow' the number of the most able to match national and local profile more closely. This is embedded into teacher appraisal and pupil progress meetings three times per year. Medium term plans adjusted to provide an extra week for key topics to be covered in further depth. <ul style="list-style-type: none"> <li>a) SLT to target additional quality first teaching for an additional day per week where needed.</li> <li>b) Phase leaders to monitor and mentor class teachers</li> <li>c) Support to make quality first teaching and learning as precise as possible. Intervention strategies identified and executed efficiently</li> <li>d) Medium term plans adjusted to provide an extra week for key topics to be covered in further depth.</li> </ul>	Challenge 1,2,3,4
<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. This is set as the Teacher appraisal target.  Supplementation of the school's long standing tuition programme and use of the NTP to support pupils in filling gaps in understanding caused by the pandemic and enable them to access learning. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Challenge 1,2,3
	Increased expectations for all groups to 'grow' the number of expected and narrow any gaps that have arisen.	Challenge 1,2,3,4

<p><b>Priority 3</b> To focus on overcoming barriers to learning such as attendance, wellbeing, and ensure the provision and enrichment for vulnerable pupils such as disadvantaged and SEND is of the highest quality</p>	<p>Improve the quality and understanding of social, emotional and mental health needs. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff throughout the year</p> <p>Summer sponsored children- summer and half term academic to develop social skills and boost academic attainment prior to September and continued into October half term.</p> <p>Playground equipment and repairing existing equipment SEND equipment- ladder, boxing ring</p>	<p>Challenge 5,6,7</p>
--	--	------------------------

Targeted support for 2021-22	
Year 1	<p>Maths and English booster lessons based on pre-teaching concepts working with pupils on cusp of expected</p> <p>Support pupils to develop fluent reading capabilities (TutorMate)</p>
Year 2	<p>Academic Assistant to spend 2 mornings a week focussing on writing standards working with pupils on the cusp of expected</p> <p>After school maths booster to support targeted children to achieve expected.</p>
Year 3	<p>Academic Assistant to spend 2 mornings a week focussing on writing standards working with pupils on the cusp of expected</p> <p>After school English booster to support targeted children to achieve expected reading and writing. NTP support</p> <p>Increased opportunity to write through cross-curricular opportunities</p>
Year 4	<p>Study group after school for children who are the cusp of GDS (based on previous impact) Spring and summer consider a third group for English and maths to boost.NTP support</p>
Year 5	<p>When they are in Year 6: Study group after school for children who are the cusp of GDS (based on previous impact) Embed writing checklists that directly link to the writing standards. Reading booster groups Third maths group for children on the cusp of expected</p> <p>NTP support</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 79,000**

Measure	Activity	Evaluation & IMPACT																								
<p><b>Priority 1</b> 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>1. 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>2. 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>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Impact of in school tuition (AA)</th> </tr> <tr> <th colspan="4">Average scaled score increase spring to summer 2021</th> </tr> <tr> <th>no. of chn receiving tuition</th> <th></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>	Impact of in school tuition (AA)				Average scaled score increase spring to summer 2021				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
Impact of in school tuition (AA)																										
Average scaled score increase spring to summer 2021																										
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>Priority 2</b> Extra capacity in Reception classes to accommodate the wide variety of needs in the year group</p>  <p><i>TA in a consolidation session with a small group.</i></p>	<p><b>Additional TA in Reception year group</b></p> <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 on the PSC check in Year 1.</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 afternoons) to plug the gaps that had become evident.</p>																								

**Year R**

2020-21	% meeting national expectations (school)	% meeting national expectations (national)
reading	80%	68%
maths	75%	70%

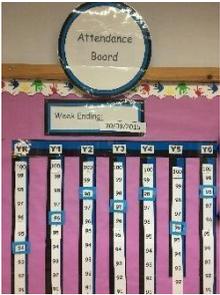
**Year1**

Phonics November 2020	92% pass
Disadvantaged	92% (13/14 pupils)
Non-disadvantaged	92%

Part fund the Senior Learning Mentor

- Subsidise the Senior Learning Mentor to conduct and devise comprehensive SEMH coaching interventions to support pupils for a positive and restorative legacy after lockdown. The senior learning mentor will also support the delivery of the 20 week NELI programme which aims to develop children’s vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for **early literacy**

**Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 42,000**

Activity	Success criteria	IMPACT									
<p><b>Priority 1</b></p> <ul style="list-style-type: none"> <li>• Full time Family Support worker</li> <li>• Attendance and punctuality above the national average.</li> <li>• Persistent absenteeism is lower year's average of 6%.</li> </ul> <p><i>Attendance monitoring display</i></p>  <p>remain at 97%, compared to last board.</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%
TERM	2020	2021									
Spring 1	95%	96%									
Spring 2	93%	95%									
<p><b>Priority 2</b></p> <ul style="list-style-type: none"> <li>• Co-curricular enrichment including OHSL</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>	<p>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.</p>	<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>									

**Total budgeted cost: £195,335**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- *Our disadvantaged pupils do very well. In 2019 the disadvantaged pupils outperformed non disadvantaged at the expected standard. We now aim to increase the percentage achieving at the higher standard in RWM.*
- *We have had an increase in the number of pupil premium children illustrating the impact lockdown has had on our community.*
  - *2020/21- 107 pupils 26%*
  - *2021/22- 131 pupils 34%*
- *Our internal end of KS2 assessment data for 2020-21 (FFT)*

		Actual results			Pupil progress	
Pupils		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	
Pupil Premium	FSM (in last 6 years) ›	15	104.9	80% ➕	+2.5	+23%
	Not FSM (in last 6 years) ›	40	103.8	70%	+2.2 ➕	+24% ➕
FSM	FSM ›	10	106.4	90% ➕	+2.1	+24%
	Not FSM ›	45	103.6	69%	+2.3 ➕	+24% ➕

- *In 2019, Sadiq Khan, Mayor of London, invited Maryland to be part of the Schools for Success programme, to teach other schools how Maryland has helped low-achieving pupils make progress in the top 6% of London schools (the focus is on disadvantaged pupils).*
- *The National Tutoring Programme has worked well to support this group and internal data shows they are still performing in line with peers.*
- *e.g. Year 4 Multiplication check statutory trial - FSM 20.5 out of 25 average score compared to non FSM 20.8. We have taken part in the FFT optional end of key stage analysis and this also shows that FSM pupils are performing better than non FSM.*
- *IDSR*
  - *For disadvantaged pupils, key stage 2 progress in reading (3.5) was significantly above national and in the highest 20% of all schools in 2019.*
  - *Overall absence for pupils in receipt of free school meals (3.9%) was in the lowest 20% of all schools in 2018/19 as well as in 2017/18.*

Priority 1

Impact of in school tuition (AA)			
Average scaled score increase spring to summer 2021			
	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

*It is clear the impact that the Academic Assistant has had on the progress in reading and maths for pupils in year 2,3 and 5. For 2021-22 this work will continue for pupils in year 2,3, 4 and 6. In class support, tuition and after school booster will include bespoke planning. Impact will be reviewed termly after assessments.*

Priority 2

*Additional TA in reception.*

Year R

2020-21	% meeting national expectations (school)	% meeting national expectations (national)	Phonics November 2020	92% pass
reading	80%	68%	Disadvantaged	92% (13/14 pupils)
maths	75%	70%	Non-disadvantaged	92%

*It is clear the impact that this additional TA has on the progress of the children. 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.*

*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.*

*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 afternoons) to plug the gaps that had become evident.*

**Year R**

2020-21	% meeting national expectations (school)	% meeting national expectations (national)
reading	80%	68%
maths	75%	70%

**Priority 3**

- 2020-21- pupil premium funding has been used to support Year 6 visit to Fairplay House (November 2021)
- Pupil conferencing showed that children cherish the experience which was evident in their engagement with activities.

*For year 2 and year 6, disadvantaged pupils performed better than their peers. In light of the impact of the pandemic we need to ensure that all disadvantaged children are able to perform at this level, so we are focussing on in school and external tuition for the other year groups. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from funded improvements to teaching, nor to catch up and tuition. The spend on tutoring post lockdown has shown the desired effect on key year groups where it is spent. During the pandemic we were also unable to provide the usual enrichment opportunities that we have available such as trips, swimming, after school activities and the Year 6 residential trip.*

*Risk assessments were carried out for some of our SEND pupils who are pupil premium; this determined whether they accessed learning from home or they were encouraged to attend school on site . During the pandemic, the progress of 1:1 SEND pupils was a concern as they could not always access online learning. Teaching assistants delivered 1:1 sessions with these pupils and also delivered learning packs and resources to homes as directed by teachers and the SEND team, thus supporting parents to help their children to make progress and remain regulated at home. A significant barrier to online learning for our pupils during the pandemic was access to IT and the internet, therefore we acquired 40 laptops. In addition to this they were also signposted to LA agencies for additional support where necessary. Our family support worker and senior leadership team*

*Moving forward our strategy outlined above is securely based on evidence, particularly informed by the work of the EEF. As always we will continue to focus on quality first teaching and high quality CPD as these are the things that have the highest impact on all pupils’ attainment.*

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Maths No Problem	Maths No Problem