



## Pupil premium strategy statement - Maryland Primary School

This statement details Maryland Primary's use of pupil premium (and recovery premium for the 2022 to 2023 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	424
Proportion of disadvantaged pupils	<b>2022/23- 150 pupils 38%</b>  <b>2019/20 - 102 pupils- 25%</b> <b>2020/21- 107 pupils 26%</b> <b>2021/22- 131 pupils 34%</b>
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Publish date	December 2022
Review date	December 2023
Statement authorised by	Lorna Jackson (Head teacher)
Pupil premium lead	Anastasia Boreham Deputy Head Teacher
Governor lead	Graham Plant (Chair of Governing Board) Winston Vaughan (Chair of Maryland Finance & Premises Sub-Committee)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,750
Recovery premium funding allocation this academic year	£21,895
Total budget for this academic year	£229,645

## 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 every child
- We enrich our curriculum with lots of exciting opportunities and partnerships. For example: 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	Oracy: Assessments, such as EYFS on entry and teacher observations highlight limited English language and communication skills in EYFS and Year 1 in particular. The oracy and verbal communication of our pupils is behind that of others (national average) on entry to reception.
2	End of unit tests and termly internal standardized tests highlight that attainment at the expected level in reading, writing and maths for all pupils has been adversely affected. Pupil premium pupils have been affected even further and the gap between PP and non PP has widened significantly. We need to ensure that disadvantaged pupils achieve in line with non-disadvantaged pupils across the school.
3	Writing in both KS1 and KS2. Termly RWI assessments carried out by the English leader suggest that disadvantaged pupils are further behind than their peers in terms of phonics knowledge, thus hindering their progress, enjoyment of reading and reading comprehension. Termly assessments in KS2 and teacher observations show writing is an area for development.
4	We serve a deprived community with many families struggling financially. There are a lack of 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.
5	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
6	Low attendance and persistent absenteeism of PP/disadvantaged children.

**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	Success Criteria
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	Assessments and observations indicate significantly improved oral language among disadvantaged pupils in EYFS and in KS1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<b>Improved literacy outcomes in KS1</b>	Assessments and observations show that disadvantaged children have made expected progress from the previous summer and by 2024/25 more than 90% of disadvantaged children will have met the expected standard in reading and writing.
<b>Improved end of Key stage attainment among disadvantaged pupils in literacy, with a focus on writing</b>	KS2 SATS outcomes in 2024/25 show that more than 90% of disadvantaged pupils will have met the expected standard in English writing. Internal data checks in Year 3-5 also demonstrate disadvantaged pupils keep in line with non disadvantaged pupils.
<b>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</b>	<ul style="list-style-type: none"> <li>- Family support worker/SENCo and senior leadership team identify and support families and children to work to alleviate barriers to learning.</li> <li>- Identified children are supported with social communications groups such as Lego Therapy sessions with support staff.</li> <li>- Vulnerable disadvantaged children are also allocated a mentor (FSW &amp; Learning mentor), who will meet with them regularly and provide support/alleviate barriers.</li> <li>- Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</li> </ul>
<b>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</b>	<p>The Maryland curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <ul style="list-style-type: none"> <li>- Teachers and support staff will plan a wide range of visits and experiences to inspire/enhance learning and make it memorable.</li> <li>- Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</li> </ul>
<b>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</b>	<ul style="list-style-type: none"> <li>- Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</li> <li>- Monitoring of attendance by the Family Support Worker and attendance team brings about increase in FSM pupils' attendance and a decrease in persistent absence.</li> </ul>

**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.

1. Whole school teaching (for example, CPD, recruitment and retention) Budgeted cost: £76,500		
Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>• The senior leadership team to work with subject leaders (as part of the subject mentor scheme) to improve/enhance the teaching and learning within every subject</li> <li>• The disadvantaged across the school are identified and teachers are clear who they are. This is set as the Teacher appraisal target.</li> <li>• Through CPD time and teacher appraisal there are increased expectations for all groups to ‘grow’ the number of expected and narrow any gaps that have arisen through tighter tracking of the combined RWM in both key stages</li> <li>• Teacher appraisal specifies teachers: <ul style="list-style-type: none"> <li>◦ i) to review those children who did not achieve the EXP in RWM in Summer ‘21 assessments</li> <li>◦ ii) target with in class support as borderline through prioritising meaningful marking/feedback</li> <li>◦ iii) teacher and TA support in class, using Learning by Questions to identify misconceptions and check progress, mathletics homework, Numbots (KS1), TTTS (KS2) SLT support).</li> </ul> </li> <li>• Venn diagrams to be shared with SLT as part of Pupil progress meetings with those children who are not on track to meet the expected targeted with support.</li> <li>• Year 2 teachers to continue with the Literacy Tree scheme in Year 2, start in April so that more children are exposed to KS2 curriculum expectations earlier.</li> <li>• 1 extra hour of English to be incorporated into KS1 timetables. Planning monitored and supported by English leader and Curriculum leader.</li> </ul>	<p><a href="#">EEF Teaching &amp; Learning Toolkit</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>) The EEF guidance is based on a range of the best available evidence: Improving <a href="#">Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Improving Literacy EEF guidance</a></p>	Challenge 1, 2 & 3
<ul style="list-style-type: none"> <li>• Staff CPD to support the writing initiatives listed in the plan specifically:</li> <li>• Training TAs to deliver the RWI programme and catch up programme developing writing skills such as build and hold a sentence.</li> <li>• Training nursery staff to deliver contingent talk in EYFS</li> <li>• Training for whole staff on writing to ensure staff are teaching explicit writing strategies</li> <li>• Training by the SEND team on planning for SEND pupils within classes.</li> </ul>	<p>Research by the Education policy institute and Ambition institute found positive correlations between effective staff CPD and increased pupil progress.</p> <p>From 42 studies, professional development interventions were found to have a “positive effect on student learning”.</p> <p>Again this points towards the positive impact of quality first teaching.</p> <p><a href="#">Teaching and Learning Toolkit</a></p>	ALL

<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Playground equipment and repairing existing equipment SEND equipment- ladder, boxing ring</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5 & 6
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## 2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £86,000 including £21,750 from Recovery Premium

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>SLT to run small group tuitions to support Academics</b></li> </ul> <p>Opportunities for small group tuition (literacy, numeracy) and support with homework</p> <ol style="list-style-type: none"> <li>Disadvantaged 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 disadvantaged 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>	<ul style="list-style-type: none"> <li>Devising a bespoke tutoring programme, including CPD on 'What is good support' means that there is a renewed focus on quality first teaching for all pupils. <a href="#">Teaching Assistant Recommendations</a></li> <li><b>Catch up</b> delivered by support staff (TAs) should be targeted and not left to the TA to plan.</li> <li>TAs should be trained to deliver specific programmes as per the <a href="#">EEF guidance on using teaching assistants</a></li> <li>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</li> <li>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: 4 and 6 Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</li> </ul>	Challenge 1,2 and 3

<p>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> <ul style="list-style-type: none"> <li>• Cohort to have access to quality early support that ensures readiness to learn by the end of the first half of the autumn term.</li> <li>• Access to consistent Box Clever (speech and language prog.) and Nurture group sessions that promote effective social and communication interactions in the cohort.</li> <li>• 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 and support Good Levels of Development across the 7 areas of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</li> <li>• Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</li> <li>• <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	<p>Challenge 1,2, 3</p>
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### 3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 67,000

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Full time Family Support worker</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>Part fund the Senior Learning Mentor</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 SFA (School &amp; Family Association) and attendance at whole school events.</li> <li>• Keep parent attendance at an average of 200 plus per event.(Post Covid period)           <ul style="list-style-type: none"> <li>• Subsidise the Senior Learning Mentor to conduct and devise comprehensive SEMH coaching interventions to support pupils for a positive and restorative legacy after lockdown.</li> <li>• The senior learning mentor will also support the delivery of the Colourful Semantics programme which aims to develop children's vocabulary, listening and narrative skills and in the first 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy</li> </ul> </li> </ul>	<p>There is an <a href="#">established link</a> between the home learning environment at all ages and children's performance at school.</p> <ul style="list-style-type: none"> <li>• Schools and parents have a shared priority to deliver the best outcomes for their children.</li> </ul> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is also a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	Challenges 1,4,5 and 6
<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>	<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>  <p><i>Pupils enjoying a previous trip to Fairplay House.</i></p>	<p><a href="#">Research by UCL and the Nuffield foundation</a> found that enrichment activities and after school clubs boosted the attainment of disadvantaged pupils. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not."</p>	4,5 & 6

## 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 continue to 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. The pandemic has impacted upon*
- *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%**
  - **2022/23- 150 pupils 38%**

#### Priority 1 : Academic Assistance & Tuition

Impact of in school tuition			
Average scaled score increase spring to summer 2022			
no. of chn receiving tuition	Reading	Maths	
year 2	23%	+5	+6
year 3	38%	+6	+5
year 5	27%	+7	n/a

Impact of National Tutoring Programme		
Average scaled score increase spring to summer 2022		
no. of chn receiving tuition	Maths	
year 5	18%	+2.5
year 6	20%	+2.8

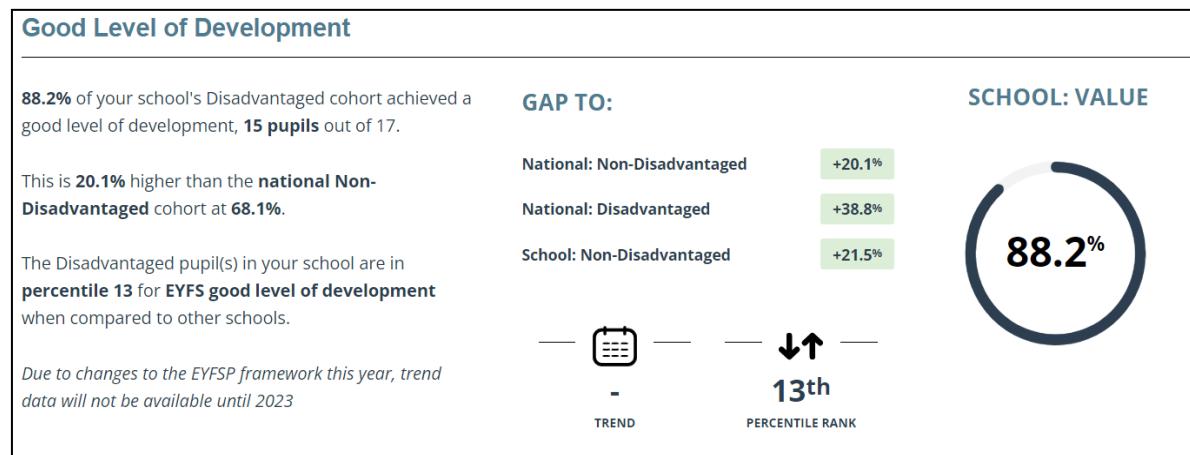
*It is clear the impact that strategy for tuition using a combination of approaches has had on the progress in reading and maths for pupils. For 2022-23 this work will continue for pupils in year 2,3, 5 and 6. In class support, tuition and after school booster will include bespoke planning. Impact will be reviewed termly after assessments. This is inline with research from the EEF and using the NTP*

#### Priority 2 Additional TA in reception.

2021-22	% meeting national expectations (Disadvantaged pupils)	% meeting national expectations (school)	% meeting national expectations (national)
% of pupils making a Good Level of Development	88%	72%	65%

- 88.2% of your school's the Disadvantaged cohort achieved a good level of development, 15 pupils out of 17.
- This is 20.1% higher than the national Non-Disadvantaged cohort at 68.1%.

- The Disadvantaged pupil(s) are in percentile 13 for EYFS good level of development when compared to other schools.



Data showing Disadvantaged pupils achieving a good level of development, summer 2022.

(Source: [Perspective Lite, December 2022](#))

Phonics July 2022	
Disadvantaged in Year 1	85% (17 pupils out of 20)
Non-disadvantaged national	79%

- The gap to Non-Disadvantaged pupils nationally has improved by 7.0% from -1.1% in 2018/19, to +5.9% in 2021/22.
- The Year 1 Disadvantaged cohort's Phonics Expected Standard has increased by 1.7% from 83.3% in 2018/19, to 85.0% in 2021/22

(Source: [Perspective Lite, December 2022](#))

*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, modeling and assessing reception children. 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.*

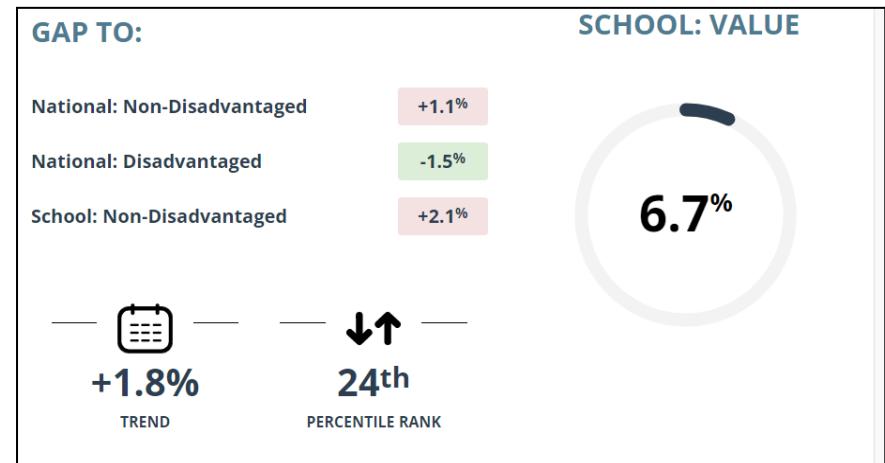
*When the children returned to school, she was instrumental in ensuring that all aspects of the program were taught effectively in the five reception groups. With careful monitoring and consultation with the English lead, children were able to move on in their learning and those that needed the additional 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.*

### Priority 3 attendance and enrichment.

- 2021-2 - pupil premium funding has been used to support Year 6 visit to Fairplay House (November 2022) Pupil conferencing showed that children cherish the experience which was evident in their engagement with activities.

#### Attendance:

- Maryland's Disadvantaged cohort of 134 enrolments has an Overall Absence of 6.7%.
- Maryland's gap to Non-Disadvantaged pupils nationally has decreased by 0.7% from +1.8% in 2020/21, to +1.1% in 2021/22.
- The Disadvantaged pupils are in percentile 24 for Overall Absence when compared to other schools. ([Source: Perspective Lite, December 2022](#))



Data showing Disadvantaged pupils absence rates for 2021/2022.

([Source: Perspective Lite, December 2022](#))

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
<a href="#">Literacy Tree</a>	<a href="#">The Literacy Curriculum</a>
<a href="#">Tutormate</a>	<a href="#">Tutormate</a>
<a href="#">Learning by Questions</a>	<a href="#">Learning by Questions</a>
<a href="#">Times Tables Rock Stars</a>	<a href="#">Times Tables Rock Stars</a>
<a href="#">Mathletics</a>	<a href="#">Mathletics</a>
<a href="#">Numbots</a>	<a href="#">Numbots</a>