

Pupil premium strategy statement

Maryland Primary School 2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	381 417 inc. Nursery (Oct 2023)
Proportion (%) of pupil premium eligible pupils	137 pupils 36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lorna Jackson (Head teacher)
Pupil premium lead	Anastasia Boreham Deputy Head Teacher
Governor / Trustee 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	£199,335
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£20,010
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£219,345

Part A: Pupil premium strategy plan

Statement of intent

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

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.

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 the best possible pupil outcomes.

We have a holistic approach that includes the use of a wider curriculum to enrich and empower pupils to excel in all areas rather than just academically.

We also want to encourage strong working relationships with parents and we will do this through our strong Family Support team who work with parents reviewing their needs so that they can support their child's learning at home. Ultimately our main objective is to ensure we diminish the difference in the attainment between pupil premium and non-pupil premium children across all areas of learning. 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 at risk of falling behind, allowing us to put interventions and support in place quickly.

To ensure they are effective we:

- 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.

Challenge number	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 standardised tests highlight that attainment at the expected level in reading, writing and maths for all pupils has been adversely affected since the Covid pandemic of 2020. Pupil premium (PP) 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 continues to be 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, and the cost of living crisis with the loss of school clubs and educational visits. These experiences 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 as an aftermath of 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**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved literacy outcomes in KS1	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.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<ul style="list-style-type: none"> - Family support worker/SENCo and senior leadership team identify and support families and children to work to alleviate barriers to learning. - Identified children are supported with social communications groups such as Lego Therapy sessions with support staff. - Vulnerable disadvantaged children are also allocated a mentor (FSW & Learning mentor), who will meet with them regularly and provide support/alleviate barriers. - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.	<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"> - Teachers and support staff will plan a wide range of visits and experiences to inspire/enhance learning and make it memorable. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

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: £62,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● 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 ● The disadvantaged across the school are identified and teachers are clear who they are. This is set as the Teacher appraisal target. ● 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 ● Teacher appraisal specifies teachers: <ul style="list-style-type: none"> ○ i) to review those children who did not achieve the EXP in RWM in Summer '21 assessments ○ ii) target with in class support as borderline through prioritising meaningful marking/feedback ○ iii) teacher and TA support in class, using Learning by Questions to identify misconceptions and check progress, mathematics homework, Numbots (KS1), TTRS (KS2) SLT support). ● 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. ● Year 2 teachers continue with the Literacy Tree scheme in Year 2, start in April so that more children are exposed to KS2 curriculum expectations earlier. ● 1 extra hour of English to be incorporated into KS1 timetables. Planning monitored and supported by English leader and Curriculum leader. 	<p>EEF Teaching & Learning Toolkit</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Literacy EEF guidance</p>	<p>Challenge 1, 2 & 36</p>
<ul style="list-style-type: none"> ● Staff CPD to support the writing initiatives listed in the plan specifically: ● Training TAs to deliver the RWI programme and catch up programme developing writing skills such as build and hold a sentence. ● Training nursery staff to deliver contingent talk in EYFS ● Training for whole staff on writing to ensure staff are teaching explicit writing strategies ● Training by the SEND team on planning for SEND pupils within classes. 	<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>Teaching and Learning Toolkit</p>	<p>ALL</p>


<ul style="list-style-type: none"> ● 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 ● 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 ● Playground equipment and repairing existing equipment SEND equipment- ladder, boxing ring 	<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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>Challenge 5 & 6</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £50,784

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> Opportunities for small group tuition (literacy, numeracy) and support with homework</p> <ol style="list-style-type: none"> 1. Disadvantaged pupils especially the current years R, 1,2,3 and 6 cohort to be targeted for intervention so that they are brought in line with non-FSM pupils. 2. All disadvantaged pupils are confident to articulate their progress, achievements and next steps against the non-negotiables*. <i>*Non –negotiables are a list of literacy and numeracy end of year expectations for each year group.</i> <ul style="list-style-type: none"> ● Full time Sports Coach to take Maths and English interventions in the morning and PE in the afternoons. 	<ul style="list-style-type: none"> ● Devising an intervention programme, including CPD on ‘What is good support’ means that there is a renewed focus on quality first teaching for all pupils. Teaching Assistant Recommendations ● Catch up delivered by support staff (TAs) should be targeted and not left to the TA to plan. ● TAs should be trained to deliver specific programmes as per the EEF guidance on using teaching assistants ● 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 ● 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 	<p>Challenge 1,2 and 3</p>

<p>Additional TAs in Reception year group</p> <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 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. 	<ul style="list-style-type: none"> • Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. • Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: • Phonics Toolkit Strand Education Endowment Foundation EEF  <ul style="list-style-type: none"> • <i>TA in a consolidation session with a small group.</i> 	<p>Challenge 1,2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £105,877

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Full time Family Support worker • 2 X Family Support Worker for 1 term (Autumn 23) for handover due to retirement. • Attendance and punctuality remain at 97%, above the national average. • Persistent absenteeism is lower compared to last year's average of 6%.  <p><i>Attendance monitoring display board</i></p> <ul style="list-style-type: none"> • Support families with challenging socio-economic circumstances that create barriers to pupils' learning. • Parental involvement continues to be strong, through SFA (School & Family Association) and attendance at whole school events. • Keep parent attendance at an average of 200 plus per event.(Post Covid period) <ul style="list-style-type: none"> • Senior Learning Mentor to conduct and devise comprehensive SEMH coaching interventions to support pupils. • The senior learning mentor will also support the delivery of the various language intervention programmes that aims to develop 	<p>There is an established link between the home learning environment at all ages and children's performance at school.</p> <ul style="list-style-type: none"> • Schools and parents have a shared priority to deliver the best outcomes for their children. <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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</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: Oral language interventions Toolkit Strand </p>	<p>Challenges 1,4,5 and 6</p>

<p>children’s vocabulary, listening and narrative skills and ialso involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy</p>	<p>Education Endowment Foundation EEF</p>	
<ul style="list-style-type: none"> • Co-curricular enrichment including OHSL • Sports Coach Maths and English interventions in the morning and PE in the afternoons. She supports positive play and good behaviour during break times. • Equality of opportunities for all pupils to access wider life experiences e.g. school trips and clubs. • 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><i>Pupils enjoying a previous trip to Fairplay House.</i></p> 	<p>Research by UCL and the Nuffield foundation 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>	<p>Challenge 4,5 & 6</p>
<p>Contingency funds for acute issues. Based on our experiences and those of similar schools to ours, we have identified a need to set out a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>Contingency funds for acute issues. Based on our experiences and those of similar schools to ours, we have identified a need to set out a small amount of funding aside to respond quickly to need that have not yet been identified.</p>	

Total budgeted cost: £ 219,345

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

<ul style="list-style-type: none"> • <i>Our disadvantaged pupils continue to do very well. We aim to increase the percentage achieving at the higher standard in RWM.</i> • <i>We have had an increase in the number of pupil premium children illustrating the impact lockdown has had on our community.</i> <ul style="list-style-type: none"> ■ <i>2020/21- 107 pupils 26%</i> ■ <i>2021/22- 131 pupils 34%</i> ■ <i>2022/23- 150 pupils 38%</i> ■ <i>2023/24- 137 pupils 36%</i> 			
<p>Priority 1 2022-23 : Academic Assistance & Tuition</p>			
<p>Impact of in school tuition</p>			
<p>Average scaled score increase spring to summer 2023</p>			
<p>no. of chn receiving tuition</p>	<p>Reading</p>	<p>Maths</p>	
<p>year 1</p>	<p>38%</p>	<p>+4</p>	<p>+5</p>

year 2	23%	+5	+6
year 3	38%	+6	+5
year 4	45%	+4	+6
year 5	27%	+7	n/a
year 6	35%	+4	+6

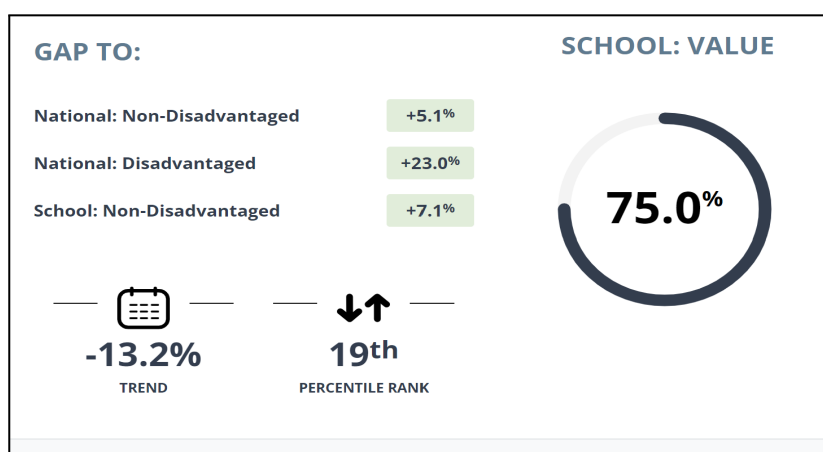
It is clear the impact that strategy for tuition using a combination of approaches has had on the progress in reading and maths for pupils. For 2023-24 this work will continue for pupils in year 2,3, 5 and 6. Impact will be reviewed termly after assessments. This is inline with research from the EEF and using the NTP

Priority 2 Additional TA in reception.

2022-23	% meeting national expectations (Disadvantaged pupils)	% meeting national expectations (school)	% meeting national expectations (national)
% of pupils making a Good Level of Development	75%	68%	67%

- **75.0%** of the Disadvantaged cohort achieved a good level of development, **3 pupils** out of 4.
- This is **5.1%** higher than the **national Non-Disadvantaged** cohort at **69.9%**.
- The Disadvantaged pupil(s) are in **percentile 19** for **EYFS good level of development** when compared

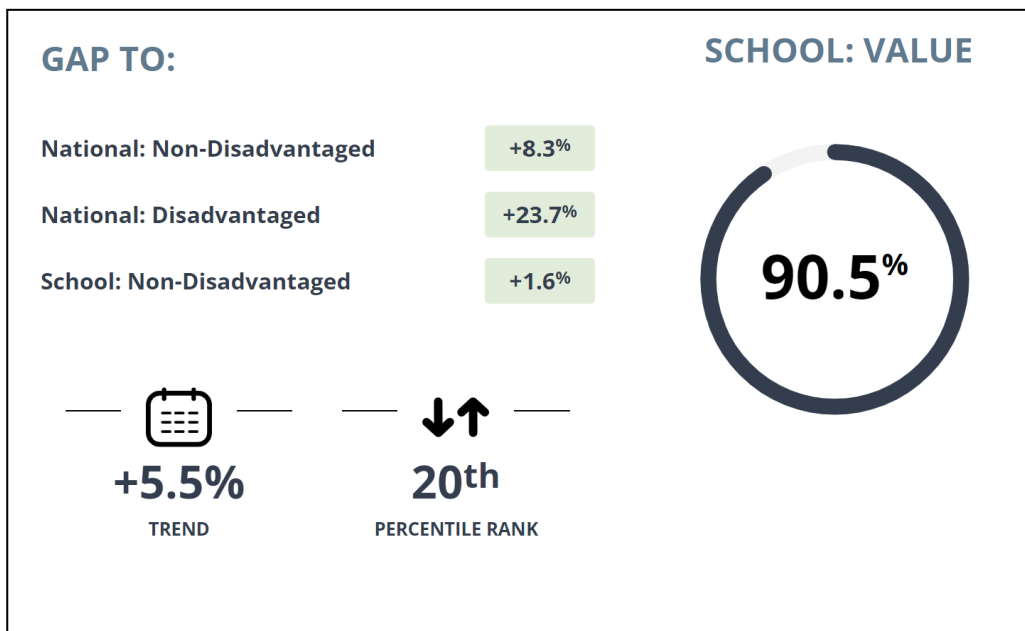
to other schools.



Data showing Disadvantaged pupils achieving a good level of development, summer 2023. [\(Source: Perspective Lite, December 2023\)](#)

Phonics July 2023	
Disadvantaged in Year 1	90.5% (19 pupils out of 21)
Non-disadvantaged national	82%

- This is **8.3%** higher than the **national Non-Disadvantaged** cohort at **82.2%**.
- Maryland's **gap to Non-Disadvantaged** pupils **nationally** has **improved by 2.4%** from +5.9% in 2021/22, to +8.3% in 2022/23.
- The Year 1 Disadvantaged cohort's **Phonics Expected Standard** has **increased by 5.5%** from 85.0% in 2021/22, to 90.5% in 2022/23.
- The Disadvantaged Year 1 pupil(s) in your school are in **percentile 20** for **Phonics Expected Standard** when compared to other schools.



(Source: Perspective Lite, December 2023)

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

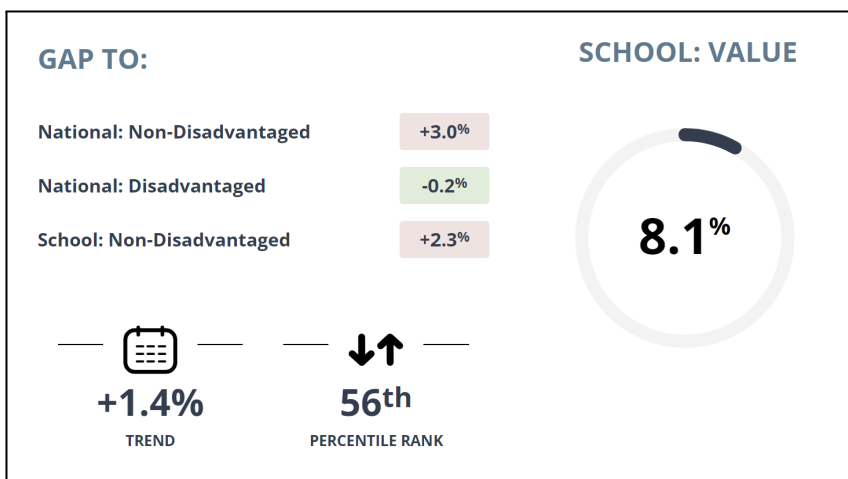
The TAs have been instrumental in ensuring that all aspects of the programme were taught effectively in the five reception groups. With careful monitoring and consultation with the English lead, children were able to move on in their learning and those that needed the additional support were identified 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.

- 2022-23 - pupil premium funding has been used to support Year 6 visit to Fairplay House (September 2023) Pupil conferencing showed that children cherish the experience which was evident in their engagement with activities.

Attendance:

- The disadvantaged cohort of 133 enrolments have an **Overall Absence of 8.1%**.
- This is **3.0%** higher than the **national Non-Disadvantaged** cohort at **5.1%**.
- The Disadvantaged pupil(s) in your school are in **percentile 56** for **Overall Absence** when compared to other schools.
- Data showing Disadvantaged pupils absence rates for 2021/2022.



(Source: Perspective Lite, December 2023)

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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Literacy Tree	The Literacy Curriculum
Chapter One	Chapter One
Learning by Questions	Learning by Questions
Times Tables Rock Stars	Times Tables Rock Stars
Mathletics	Mathletics
Numbots	Numbots

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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The impact of that spending on service pupil premium eligible pupils