

PUPIL PREMIUM FUNDING AND IMPACT

A sum of **£59,645** was allocated to Valley Gardens Middle School in **2015-2016**. The table below shows where the funding has been allocated, the associated costs and the impact on these students.

Resource/ activity	Costs
Dedicated teacher for Pupil Premium pupils. <ol style="list-style-type: none"> 1. Read, Write Inc Programme 2. Setting up of a Reading Blog "chatterbooks" 3. Peer tutoring (Year 7 & 8 pupils working with Year 5 & 6 pupils) 4. Use of <i>Doodle Maths</i> application 5. Setting up of Outdoor Learning Group 	£25,103
Part funded salary of ARP teacher to liaise with Pupil Premium Lead	£18,517
Part funded salary of HLTA	£6,025
Theatre visit	£112.50
Ouseburn Farm visits (x2)	£64.00
North Tyneside CPD for Pupil Premium Lead	£750.00
North Tyneside CPD for Pupil Premium Lead	£900.00
Pupil Premium Subscription to Oxford University Press	£182.55
Music lessons	£348.00
Doodle Maths software licence	£251.40
Cinema visit	£224.00
Training at The Crafters Makery for ARP/PP teacher	£80.00
Services of a Sports Coach through North Tyneside LA (5 sessions)	£125
Wallsend Park visits (x2)	£80.00
Garden shed, equipment and gardening tools	£504.30
Computer software	£29.67
Surface Pro 3 TV, TV stand, computer hardware and laptop bag	£1,753.55
Outdoor learning environment refurbished with raised beds, shrubs and fencing	£2,430.00

The impact of our actions in 2015/16

Results in national KS2 tests show that:

- Disadvantaged pupils made a positive progress score in reading (0.12 above the national average of 0).
- Disadvantaged pupils from a middle and high prior attainment band outperformed non-disadvantaged pupils within the cohort in progress terms. (middle 0.15, high 3.04)
- Disadvantaged pupils made more progress than non-disadvantaged in reading and were above the national average of 0
- Disadvantaged pupils in the higher prior attainment band were above the national % for pupils who met the required standard for reading.
- Disadvantaged pupils in the middle and higher prior attainment band were above the national % for pupils who met the higher standard for reading.
- Disadvantaged pupils made a positive progress score in writing (4.10 above the national average of 0).
- Disadvantaged pupils from a low, middle and high prior attainment band outperformed non-disadvantaged pupils within the cohort in progress terms (lower 10.40, middle 2.22, higher 7.23)
- Disadvantaged pupils made more progress than non-disadvantaged in writing and were above the national average of 0.
- Disadvantaged pupils did not make a positive progress score in maths, but did make more progress than the rest of the cohort.
- Disadvantaged pupils in the lower and higher prior attainment bands were above the national % for pupils who met the required standard for writing.
- Disadvantaged pupils in the middle and higher prior attainment band were above the national % for pupils who met the higher standard for writing.

Progress

Reading

		All	Dis				
Cohort		175	7				
Score		-0.70	0.12				
CI +/-		0.93	4.64				
Rank							
		Low		Middle		High	
		All	Dis	All	Dis	All	Dis
Cohort		3	1	78	5	94	1
Score		-1.73	-2.96	-1.12	0.15	-0.33	3.04
National		0	0.36	0	0.35	0	0.30
Difference		-1.73	-3.32	-1.12	-0.19	-0.33	2.74
CI +/-		7.08	12.27	1.39	5.49	1.27	12.27
Rank							

Writing

		All	Dis				
Cohort		177	7				
Score		2.14	4.10				
CI +/-		0.93	4.68				
Rank		7					
		Low		Middle		High	
		All	Dis	All	Dis	All	Dis
Cohort		3	1	80	5	94	1
Score		6.62	10.40	0.87	2.22	3.09	7.23
National		0	0.34	0	0.10	0	0.11
Difference		6.62	10.06	0.87	2.12	3.09	7.12
CI +/-		7.15	12.38	1.38	5.54	1.28	12.38
Rank		11	4			3	

Mathematics

		All	Dis				
Cohort		176	6				
Score		-2.83	-2.42				
CI +/-		0.79	4.27				
Rank		87					
		Low		Middle		High	
		All	Dis	All	Dis	All	Dis
Cohort		3	1	79	4	94	1
Score		-0.96	-4.55	-3.05	-0.85	-2.71	-6.54
National		0	0.45	0	0.26	0	0.17
Difference		-0.96	-5.00	-3.05	-1.11	-2.71	-6.71
CI +/-		6.03	10.45	1.18	5.22	1.08	10.45
Rank				86		87 99	

Attainment

Reading

	A/T	All Dis				All Dis						
Cohort	0	181	10			181	10					
School %		78	50			29	20					
National %		66	71			19	23					
Difference %		12	-21			11	-3					
	Low		Middle		High		Low		Middle		High	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	5	3	80	5	94	1	5	3	80	5	94	1
School %	0	0	64	60	95	100	0	0	10	20	48	100
National %	17	18	63	67	95	96	1	1	10	11	46	49
Difference %	-17	-18	0	-7	0	4	-1	-1	0	9	2	51
Diff (no of pupils)	0	0	0	0	0	0	0	0	0	1	0	0

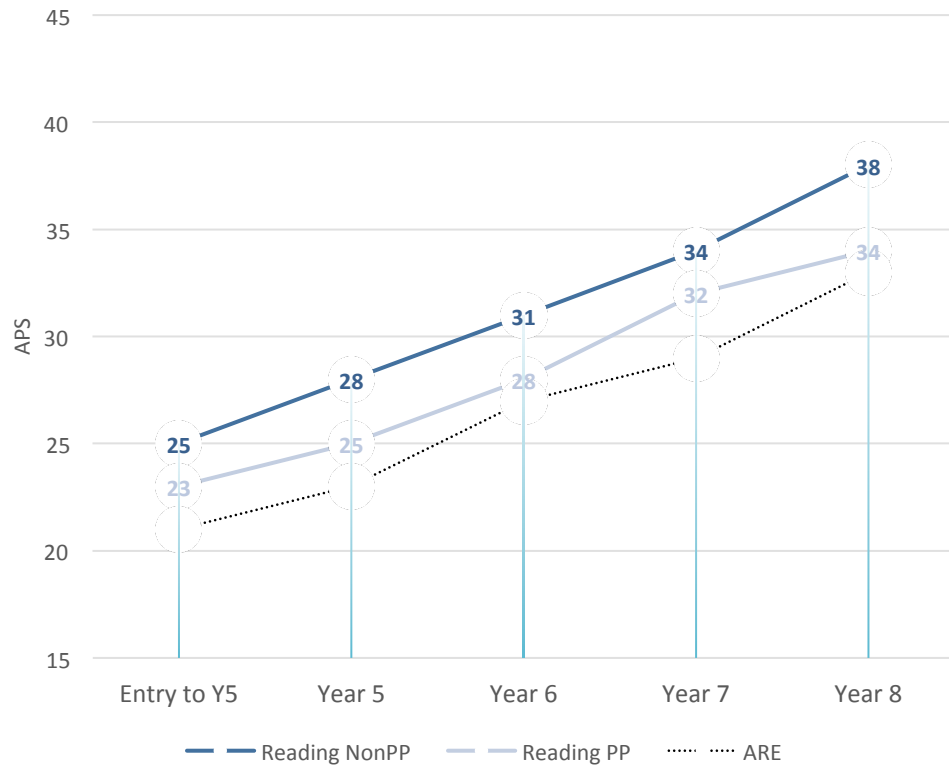
Writing

	A/D	All Dis				All Dis						
Cohort	3	181	10			181	10					
School %		90	60			45	20					
National %		74	79			15	18					
Difference %		16	-19			31	2					
	Low		Middle		High		Low		Middle		High	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	5	3	80	5	94	1	5	3	80	5	94	1
School %	40	33	84	60	99	100	0	0	18	20	72	100
National %	20	22	76	78	97	98	0	0	6	7	39	40
Difference %	20	12	8	-18	1	2	0	0	11	13	33	60
Diff (no of pupils)	1	0	6	0	1	0	0	0	8	0	31	0

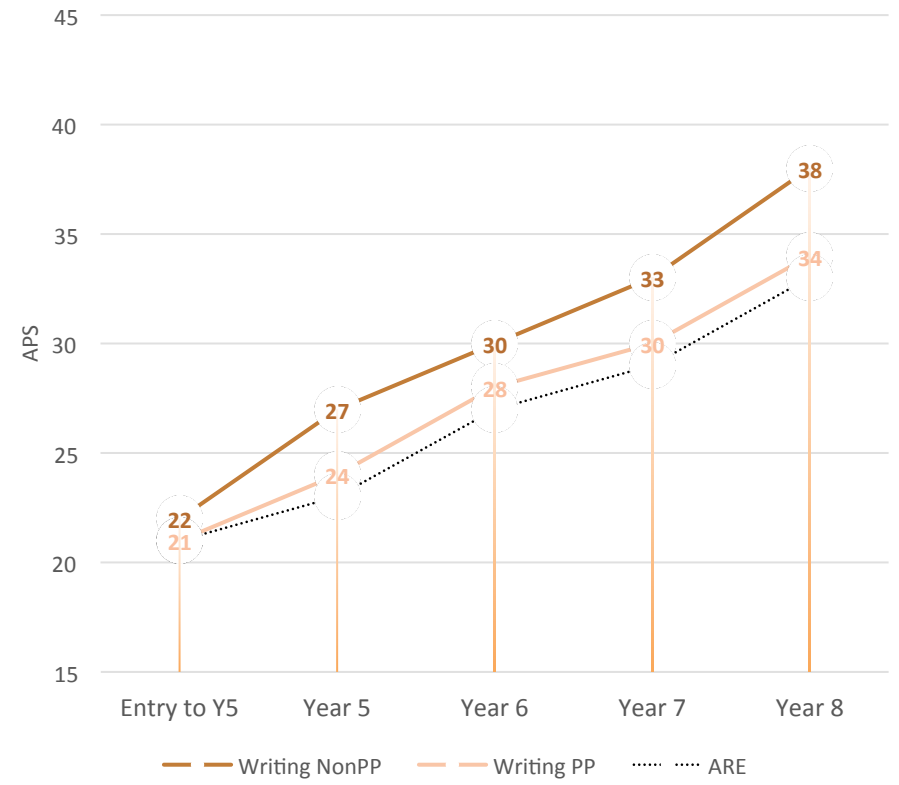
Our 2016 Exit Data for our year 8 cohort (currenty Y9) shows that:

- **Disadvantaged pupils' outperformed age related expectations for attainment at all measures during their time in school. (above 33APS/level 5B)**
- **Progress rates for Disadvantaged pupils were higher than national expectations (Above 13.2 points over 4 years) in Maths and Science throughout the time the cohort spent in school.**
- **Progress rates for Disadvantaged pupils in Maths were higher than those for Non-Disadvantaged pupils in Years 5 and 8. In Year 8 Disadvantaged pupils made over 4 APS progress.**
- **Progress rates for Disadvantaged pupils in Reading were higher than those for Non-Disadvantaged pupils during Year 6 with Disadvantaged Pupils making over 3 APS progress. At KS3 the progress of Disadvantaged pupils and Non-Disadvantaged pupils in Reading was very close, a difference of less than 1 APS progress in Year 8 and 0.09 APS progress in Year 7.**
- **Progress rates for Disadvantaged pupils in Writing were higher than those for Non-Disadvantaged pupils during Year 6 with Disadvantaged Pupils making over 3 APS progress compared to over 2 APS progress for Non-Disadvantaged pupils. At KS3 the progress of Disadvantaged pupils and Non-Disadvantaged pupils in Writing was very close with a difference of just 0.5 APS progress or less in both Year 7 and Year 8.**
- **Progress rates for Disadvantaged pupils in Science were consistently higher than those for Non-Disadvantaged pupils. In Year 8 Disadvantaged pupils made over 4 APS progress compared to over 2.5 APS progress for Non-Disadvantaged pupils.**

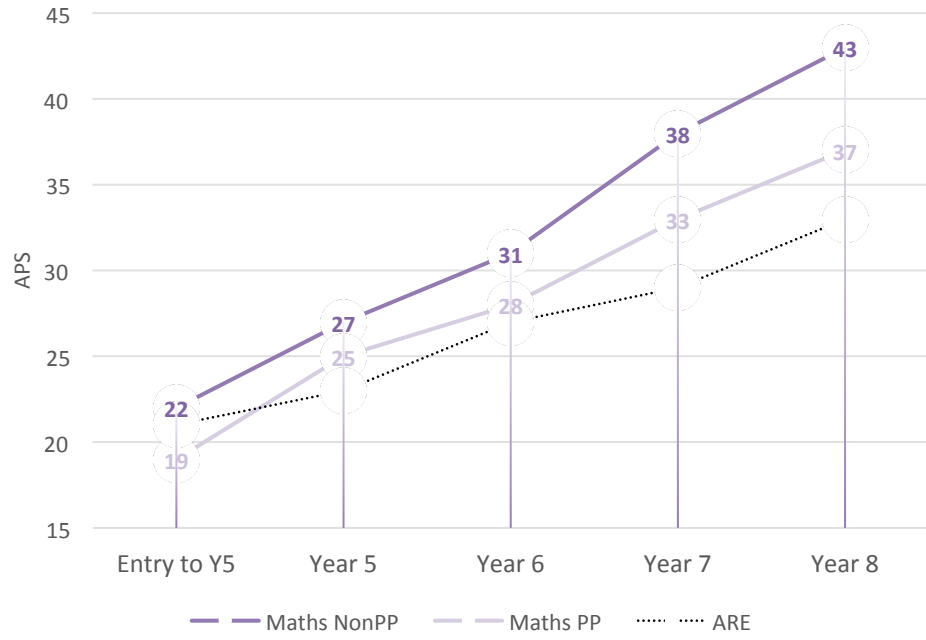
READING



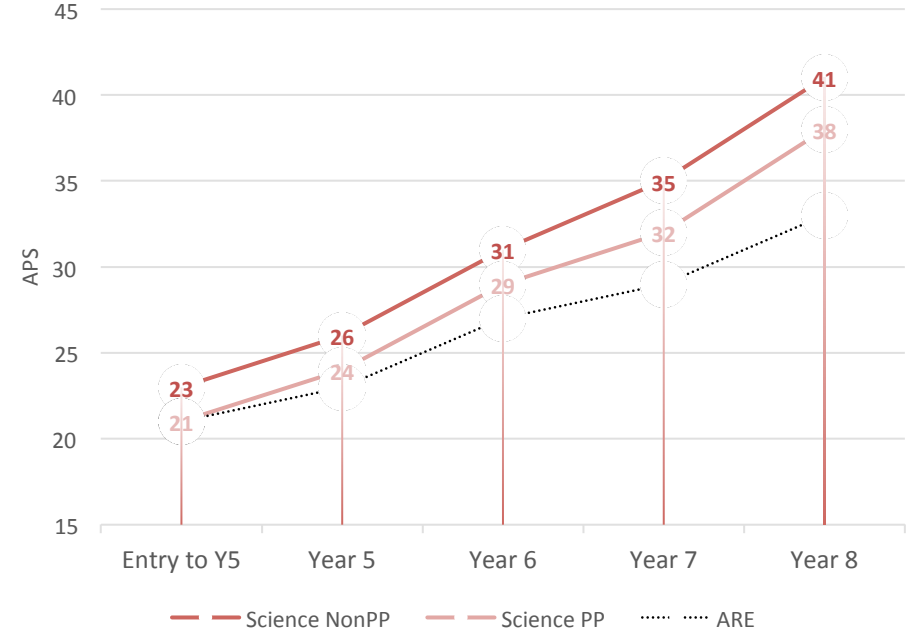
WRITING



MATHS



SCIENCE



		Entry Y5/KS1		Year 5		Year 6		Year 7		Year 8	
		Non PP	Non PP	Non PP	Non PP	Non PP	Non PP	Non PP	Non PP	Non PP	
ARE	Sub Level	3B		3A		4B		4A		5B	
	APS	21		23		27		29		33	
	Progress	6		2		4		2		4	
Reading	APS	23	25	25	28	28	31	32	34	34	38
		-2		-3		-3		-2		-4	
	Progress	6.23	6.07	1.56	3.17	3.12	2.33	3.78	3.87	2.45	3.23
		0.16		-1.61		0.79		-0.09		-0.78	
Writing	APS	21	22	24	27	28	30	30	33	34	37
		-1		-3		-2		-3		-3	
	Progress	5.56	4.72	3.34	4.73	3.34	2.56	2.45	2.95	4.00	4.29
		0.84		-1.39		0.78		-0.5		-0.29	
Maths	APS	19	22	25	27	28	31	33	38	37	41
		-3		-2		-3		-5		-4	
	Progress	2.89	3.02	5.34	5.11	3.78	4.34	5.56	7.02	4.19	3.14
		-0.13		0.23		-0.56		-1.46		1.05	
Science	APS			24	26	29	31	32	35	36	38
				-2		-2		-3		-2	
	Progress			4.23	4.08	5.56	4.98	2.67	3.96	4.37	2.76
				0.15		0.58		-1.29		1.61	