



Valley Gardens Middle School

2016/17 Pupil Premium Plan

| School's Pupil Premium Profile | |
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| Total number of pupils in the | 721 |
| Number of PP-eligible pupils: | Primary -27, Secondary 23, |
| Amount per pupil: | Primary = £35,640 Secondary = £21,505, Service Pupils = £600, LAC = £1900 |
| Total pupil premium budget: | £59,645 |

| Evidence of school performance | |
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| Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils: | |
| Summary of school's performance data: | <ul style="list-style-type: none">• In 2015, KS2 value added was significantly below average and in the lowest 10% in reading for the group(s): disadvantaged• In 2015, KS2 value added was significantly below average and in the lowest 10% in mathematics for the group(s): disadvantaged,• In 2015, At least twice, KS2 expected progress (or more than expected progress) from starting points for disadvantaged pupils was well below other pupils nationally in reading & mathematics. |

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| School's pupil premium statement (pupil premium strategy statement from 2016-17): | |
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| Summary information | | | | | |
|------------------------|------------------------------|----------------------------------|---------|----------------------------------|-----------|
| School | Valley Gardens Middle School | | | | |
| Academic Year | 2016 | Total PP budget | £59,645 | Date of most recent PP Review | n/a |
| Total number of pupils | 721 | Number of pupils eligible for PP | 50 | Date for next PP Strategy Review | July 2016 |

| 1. Current attainment (based on 2015 KS2 results) | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | 33% | 63% |
| % making expected progress in reading (or equivalent) | Tbc | Tbc |
| % making expected progress in writing (or equivalent) | Tbc | Tbc |
| % making expected progress in maths (or equivalent) | Tbc | Tbc |

| 2. Barriers to future attainment (for pupils eligible for PP) |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> |
| A. A significant proportion of our pupil premium pupils are in our Additional Resource Unit because of moderate learning difficulties. |
| B. Teachers don't have enough awareness of who these pupils are and their specific needs |
| C. Too much of pupil premium pupils' time has been spent out of main stream teaching |
| D. Teachers have devolved responsibility and accountability for Pupil Premium pupils to the intervention teacher |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |
| D. Several PP pupils have low attendance rates |
| E. Several parents refuse support for their children as they don't wish to accept the pupil premium |

| Pupil Premium Planned expenditure | | | | | | |
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| Academic year | 2016/2017 | | | | | |
| Quality of teaching for all | | | | | | |
| Desired outcome | Chosen actions / approaches | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Costs |
| <p>Proportions of pupils making expected and more than expected progress match or exceed those nationally in reading.</p> <p>The gap between the two groups reduces by at least 50% since 2015 results</p> | Feedback in years 5-8 | Sutton Trust research suggests that feedback can add an additional 8 months of progress to pupils. | New marking and feedback policy to be introduced from September 2016. | MH | Weekly – rolling program of book scrutiny starting 21/9/16 | £0 |
| | Guided Reading in years 5 and 6. | Sutton Trust research suggests reading comprehension, and oral language interventions strategies can add a further 5 months of progress to pupils. | Observations of sessions Tracking of data Student feedback Teacher feedback Parent feedback | LK/DG | Half termly | £1000 to buy appropriate resources and train staff. |
| | Reducing class size in years 5 and 6. | Sutton Trust research suggests that reducing class sizes can add an additional 3 months of progress to pupils. | Observations Tracking of data Teacher feedback Student feedback | DG/SLT | Half termly | Additional teacher (CJ) £41902-48507 FTE |
| | Spelling Scheme for years 5-8 | The scheme is progressive and relies on children | Data tracking Book scrutiny | LK | Half termly | £500-£1000 to purchase materials needed to deliver the scheme. |

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| | | correctly spelling at least 29/30 spellings correctly. This is known as mastery learning which the Sutton trust research suggests can add additional 5 months of progress on average. | | | | |
| | Pupil premium data targets to be added to all teachers' and leaders' appraisal plans for 2016/2017 cycle. | No evidence available. | Termly appraisal reviews. | Line managers | Termly | £0 |
| Targeted support | | | | | | |
| Proportions of pupils making expected and more than expected progress match or exceed those nationally in reading, The gap between the two groups reduces by at least 50% since 2015 results | Peer tutoring | Sutton Trust research suggests that peer tutoring can add an additional 5 months of progress to pupils | Observations of sessions Tracking of data Student feedback | LK/DC | Half termly | £0 |
| | Guided Reading | Sutton Trust research suggests reading comprehension, and oral language interventions strategies can add a further 5 | Observations of sessions Tracking of data Student feedback Teacher feedback Parent feedback | LK/DG | Half termly | £500 for CPD costs involved |

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| | | months of progress to pupils. | | | | |
| One to one tuition for selected students | Sutton Trust research suggests that One to one tuition can add an additional 5 months of progress to pupils. | Observations of sessions Tracking of data Student feedback Tutor feedback | LK/MM | Half termly | | £25 per hour. Per TA delivering 1:1 tuition. |
| Parental Involvement | Sutton Trust research suggests that parental involvement can add an additional 3 months of progress to pupils. | Termly meetings with parents Data tracking | CJ | Termly | | £0 |
| Raise teacher awareness of PP status | No published research currently available. | Lesson observations Conversations with teachers | DG/SLT | Termly | | £0 |
| First Day Calling | No published research currently available | Phone call records from office staff | HT | Termly | | £0 |
| Priority marking | No published research currently available | Lesson Observations Book Scrutiny | All teachers | Weekly | | £0 |
| Standing agenda Item on SLT, dept and Gov body agendas. | No published research currently available | Agendas Minutes Decisions made Outcomes/impact | SLT, HOYs, HODs | weekly | | £0 |