

# USWORTH COLLIERY PRIMARY SCHOOL

## Post Ofsted School Improvement Plan



In September 2017, Usworth Colliery Primary School was inspected by 1 HMI inspector & 4 additional inspectors.

The inspection report was published on 20<sup>th</sup> October 2017.

The report concluded that Usworth Colliery Primary requires improvement.

### Overall effectiveness

### Requires improvement

Effectiveness of leadership and management

Requires improvement

Quality of teaching, learning and assessment

Requires improvement

Personal development, behaviour and welfare

Good

Outcomes for pupils

Requires improvement

Early years provision

Requires improvement

\*New actions for 2018/2019

**CURRENT SCHOOL DATA – END OF SUMMER 2019**

**On track+ to meet age related expectations at the end of the key stage**

Year	Maths			Writing			Reading		
	On track+	Expected+	Above	On track+	Expected+	Above	On track+	Expected+	Above
1	83% 45/53	69% 37/53	24% 13/53	74% 40/53	59% 32/53	22% 12/53	78% 42/53	70% 38/53	33% 18/53
2	-	76% 42/55	25% 14/55	-	71% 39/55	16% 9/55	-	78% 43/55	18% 10/55
3	71% 43/59	61% 36/59	17% 10/59	68% 40/59	54% 32/59	12% 7/59	73% 43/58	61% 36/59	24% 14/59
4	78% 47/60	65% 39/60	30% 18/60	68% 41/60	57% 34/60	23% 14/60	80% 48/60	67% 40/60	37% 22/60
5	84% 47/56	71% 40/56	29% 16/56	70% 39/56	63% 35/56	29% 16/56	79% 44/56	70% 39/56	45% 25/56
6	-	81% 46/57	19% 11/57	-	72% 41/57	12% 7/57	-	67% 38/57	28% 16/57
<p align="center">Y1 to Y6 Summer 2019 Average on track+      <b>Maths: 79% expected+ attainment      24% exceeding attainment</b></p> <p align="center"><b>Writing: 71% expected+ attainment      19% exceeding attainment</b>      <b>Reading: 76% expected+ attainment      31% exceeding attainment</b></p>									

**Vulnerable & Intervention Groups on track to meet Age Related Expectations at the end of the key stage**

**Maths**

Y	PP	Not PP	Boys	Girls	Higher ability On track to achieving above	SEN support	EHCP	Not DSEN
1 (52)	77% 13/17	87% 32/37	82% 28/34	85% 17/20	88% 7/8	56% 9/16	0% 0/1	97% 36/38
2 (54)	55% 12/22	91% 30/33	81% 21/26	72% 21/29	83% 5/6	50% 2/4	0% 0/1	76% 40/50
3 (58)	63% 12/19	78% 31/40	69% 27/39	80% 16/20	100% 9/9	50% 4/8	40% 2/5	80% 37/46
4 (60)	68% 15/22	84% 32/38	78% 29/37	78% 18/23	100% 10/10	11% 1/9	25% 1/4	96% 45/47
5 (55)	77% 20/26	90% 27/30	83% 20/24	84% 27/32	76% 13/17	50% 2/4	40% 2/5	92% 43/47
6 (57)	83% 19/23	79% 27/34	71% 22/31	92% 24/26	67% 4/6	35% 6/17	0% 0	100% 40/40

**Writing**

Y	PP	Not PP	Boys	Girls	Higher ability On track to achieving above	SEN support	EHCP	Not DSEN
1 (52)	71% 12/17	76% 28/37	65% 22/34	90% 18/20	100% 4/4	38% 6/16	0% 0/1	92% 34/37
2 (54)	50% 11/22	85% 28/33	73% 20/26	69% 20/29	100% 4/4	50% 2/4	0% 0/1	70% 37/50
3 (58)	47% 9/19	78% 31/40	59% 23/39	85% 17/20	100% 7/7	25% 2/8	40% 2/5	78% 36/46
4 (60)	59% 13/22	74% 28/38	60% 22/37	83% 19/23	100% 8/8	0% 0/9	25% 1/4	85% 40/47
5 (55)	50% 13/26	87% 26/30	67% 16/24	72% 23/32	100% 7/7	24% 1/4	40% 2/5	77% 36/47
6 (57)	65% 15/23	77% 26/34	58% 18/31	89% 23/26	57% 4/7	24% 4/17	0% 0	93% 37/40

**Reading**

Y	PP	Not PP	Boys	Girls	Higher ability On track to achieving above	SEN support	EHCP	Not DSEN
1 (52)	77% 13/17	78% 29/37	74% 25/34	85% 17/20	100% 7/7	31% 5/16	0% 0/1	100% 37/37
2 (54)	61% 14/22	88% 29/33	77% 20/26	79% 23/29	67% 4/6	50% 2/4	0% 0/1	77% 41/50
3 (58)	58% 11/19	80% 32/40	62% 24/39	95% 19/20	100% 10/10	25% 2/8	40% 2/5	85% 39/46
4 (60)	68% 15/22	87% 33/38	78% 29/37	83% 19/23	100% 14/14	22% 2/9	25% 1/4	96% 45/47
5 (55)	54% 14/26	90% 27/30	88% 21/24	69% 22/32	100% 13/13	50% 2/4	40% 2/5	85% 40/47
6 (57)	61% 14/23	71% 24/34	55% 17/31	81% 21/26	69% 9/13	18% 3/17	0% 0	88% 35/40

**On track+ to meet age related expectations compared to Prior Attainment from previous key stage (end of Summer 2019)**

Year	Maths				Writing				Reading			
	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above
1	71%	83%	17%	24%	69%	74%	8%	22%	71%	78%	14%	33%
2	70%	76%	11%	25%	64%	71%	7%	16%	66%	78%	11%	18%
3	68%	71%	15%	17%	64%	68%	12%	12%	64%	73%	17%	24%
4	70%	78%	18%	30%	63%	68%	13%	23%	70%	80%	25%	37%
5	70%	84%	30%	29%	61%	70%	13%	29%	66%	79%	23%	45%
6	67%	81%	10%	19%	57%	72%	12%	12%	70%	67%	22%	28%

Y1 to Y6 Summer 2019 % difference from last Key Stage. **Maths: +10% expected+ attainment +9% exceeding attainment**  
**Writing: +8% expected+ attainment +8% exceeding attainment** **Reading: +8% expected+ attainment +12% exceeding attainment**

**PUPIL PREMIUM On track+ to meet age related expectations compared to Prior Attainment from previous key stage(end of Summer 2019)**

Year	Maths				Writing				Reading			
	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above
1 (17)	65%	77%	12%	18%	59%	71%	6%	12%	59%	77%	6%	24%
2 (22)	50%	55%	14%	18%	50%	50%	5%	9%	50%	64%	9%	5%
3 (19)	58%	63%	11%	11%	58%	47%	5%	5%	53%	58%	5%	16%
4 (22)	59%	68%	14%	27%	50%	59%	14%	18%	64%	68%	14%	27%
5 (26)	58%	77%	23%	12%	42%	50%	0%	8%	50%	65%	12%	27%
6 (23)	61%	83%	4%	4%	48%	65%	0%	22%	52%	61%	9%	22%

Y1 to Y6 Summer 2019 % difference from last Key Stage. **Maths: +12% expected+ attainment +2% exceeding attainment**  
**Writing: +5% expected+ attainment +7% exceeding attainment** **Reading: +11% expected+ attainment +11% exceeding attainment**

**On track+ to meet age related expectations at the end of key stage (end of summer 2019): CONSTANT PUPILS**

Year	Maths			Writing			Reading		
	On track+	Expected+	Above	On track+	Expected+	Above	On track+	Expected+	Above
1	86% 44/51	73% 37/51	26% 13/51	77% 39/51	63% 32/51	24% 12/51	80% 41/51	75% 38/51	35% 18/51
2	-	84% 38/45	31% 14/45	-	80% 36/45	20% 9/45	-	84% 38/45	22% 10/45
3	77% 39/51	65% 33/51	20% 10/52	73% 37/51	59% 30/51	14% 7/51	78% 40/51	65% 33/51	26% 13/52
4	81% 42/52	67% 35/52	32% 17/52	69% 36/52	58% 30/52	27% 14/52	83% 43/52	69% 36/52	40% 21/52
5	90% 36/40	83% 33/40	38% 15/40	80% 32/40	73% 29/40	38% 15/40	88% 35/40	78% 31/40	53% 21/40
6	-	78% 35/45	18% 8/45	-	71% 32/45	13% 6/45	-	67% 30/45	31% 14/45

Y1 to Y6 Summer 2019 Average on track+. **Maths: 80% expected+ attainment 27% exceeding attainment**  
**Writing: 73% expected+ attainment 22% exceeding attainment** **Reading: 79% expected+ attainment 38% exceeding attainment**

**END OF SUMMER 2019 PUBLISHED DATA**

<b>Reception</b>	Good level of development (GLD) 2019	School GLD 2018	GLD National 2018
All	65% (38/58)	68%	72%
Boys	61% (22/36)	65%	65%
Girls	73% (16/22)	74%	78%
Pupil premium	37% (7/19)	65%	57%
SEN	25% (3/12)	0%	24%

<b>Phonics Screener</b>		
	Year 1	Year 2
Whole school	74%	96%
Boys	68%	96%
Girls	85%	97%
Pupil premium	76%	91%
SEN	41%	50%

<b>End of KS1 data achieving expected standard</b>			
	Maths	Writing	Reading
All pupils 2019	76% (42/55)	71% (39/55)	78% (43/55)
All pupils 2018	71%	66%	66%
National Average 2018	76%	70%	75%
With 1 girl disappled removed (EHCP) - ASD Base	78%	72%	80%
With admits removed (8 – 7 girls & 1 boy)	81%	77%	81%
Boys (24)	81%	75%	77%
Boys National average 2018	75%	63%	71%
Girls (29)	72%	69%	79%
Girls National average 2018	77%	77%	80%
Pupil premium (22)	55%	50%	64%
Pupil premium National average 2018	61%	53%	60%
SEN (4)	50%	50%	50%
SEN National average 2018	33%	22%	30%
<b>Pupils achieving greater depth</b>			
	Maths	Writing	Reading
All pupils 2019	26%	16%	18%
All pupils 2018	15%	12%	17%
National Average 2018	22%	16%	26%

<b>End of KS2 data achieving expected standard</b>					
	KS2 Tests			KS2 TA	Combined RWM
	Maths	SPAG	Reading	Writing	
All pupils 2019	81% (46/57)	72% (41/57)	67% (38/57)	72% (41/57)	63% (36/57)
All pupils 2018	63%	67%	65%	65%	50%
National Average (NA) 2019	79%	78%	73%	78%	65%
With 1 boy accessing ASD Base removed	82%	73%	68%	73%	64%
Boys (31)	71%	56%	55%	58%	35%
Boys without Base (30)	63%	67%	57%	61%	43%
Girls (26)	92%	83%	81%	89%	70%
Pupil premium (23)	83%	70%	61%	65%	57%
Non Pupil Premium (34)	79%	71%	71%	77%	68%
Pupil premium NA 2018	64%	67%	64%	67%	51%
Other pupils NA. 2018	81%	82%	80%	83%	70%
SEN (17 – 14 boys & 3 girls)	35%	18%	18%	24%	12%
SEN with Base (16)	38%	19%	19%	25%	13%
SEN National average 2018	37%	35%	38%	33%	21%
<b>Pupils achieving greater depth</b>					
All pupils 2019	19%	37%	28%	12%	9%
All pupils 2018	0%	13%	10%	5%	0%
National Average 2018	24%	34%	28%	20%	10%
Pupil premium (23)	4%	22%	22%	4%	4%
Non Pupil Premium (34)	29%	50%	33%	18%	12%
Pupil premium NA 2018	14%	24%	18%	11%	4%
<b>KS2 TEST AVERAGE SCALED SCORE.</b> Maths: 104. Reading: 103. SPAG:105					
<b>PROGRESS DATA.</b> Maths: +1.3. Writing: -0.6. Reading: +0.7					

# Post Ofsted School Improvement Plan 2017-2019

**Evidenced and shows impact**

**In progress**

**Not impacted**

Priority 1 Improve the effectiveness of Leadership and Management		P1: Improve the effectiveness of leadership and management by: a. Securing consistency in the quality of teaching and learning, particularly with regards to reading and writing. b. Refining assessment and tracking systems so that they capture the rate and extent of pupils' progress across subjects accurately. c. Supporting and challenging all subject leaders to evaluate and report precisely upon the progress of all groups of pupils within their area of responsibility. d. Further reducing differences for disadvantaged pupils, across key stages within reading and writing.								
Milestones (M)		2017 - 2018			2018 - 2019					
M1	School leaders efficiently analyse tracking data to monitor the progress and attainment of pupil groups, including the disadvantaged and more able. Half termly pupil progress meetings support analysis and challenge staff.	Autumn 1 Spring 2	Autumn 2 Summer 1	Spring 1 Summer 2	Autumn 1 Summer 2	Autumn 2	Spring 2			
M2	Work scrutinies show 80% of books are judged to be good in terms of progress over time, evidencing that work is differentiated appropriately for all groups and interventions are having an impact.	Autumn 1 Spring 2	Autumn 2 Summer 1	Spring 1 Summer 2	-					
M3	Work scrutinies show 100% of books are judged to be good in terms of progress, evidencing that work is differentiated appropriately for all groups and interventions are having an impact.	-			Autumn 1 Spring 2	Autumn 2 Summer 1	Spring 1 Summer 2			
M4	Data analysis for all year groups generally show outcomes have improved with the % of children who are meeting age related expectations increasing in reading and writing, including disadvantaged pupils.	Autumn 2 Summer 1	Spring 1 Summer 2	Spring 2	Autumn 1 Spring 2	Autumn 2 Summer 1	Spring 1 Summer 2			
M5	Reading and writing outcomes are more closely in line with those of Maths within school and roughly in line with National (using disaggregated data with outliers removed).	Summer 2			Summer 2					
M6	Data analysis for all year groups shows 80%+ of all pupils make at least expected progress in reading and writing and 15%+ make better than expected progress.	Autumn 2 Summer 1	Spring 1 Summer 2	Spring 2	Autumn 1 Spring 2	Autumn 2 Summer 1	Spring 1 Summer 2			
M7	Subject leader/SLT monitoring (including triangulation of lesson observations, books and data) show 85%+ of teaching is good or better over time.	Autumn 1 Spring 2	Autumn 2 Summer 1	Spring 1 Summer 2						
M8	Subject leader/SLT monitoring (including triangulation of lesson observations, books and data) show 100% of teaching is good or better over time.	-			Autumn 1 Spring 2	Autumn 2 Summer 1	Spring 1 Summer 2			
M9	Moderation by the external partners confirm 100% school judgements on teaching and learning are accurate.	Spring 2	Summer 2		Autumn 1 Spring 2	Spring 1 Summer 2	Summer 1			
M10	Internal and external moderation confirm 90%-100% of assessments across school in writing and reading are accurate.	Spring 1 Summer 2	Spring 2	Summer 1	Autumn 1 Spring 2	Autumn 2 Summer 1	Spring 1 Summer 2			
M11	All subject leaders have an accurate picture of teaching and learning within their subject and can confidently monitor, report and action plan.	Summer 2			Autumn 2 Spring 2 Summer 2					
M12	External review of pupil premium funding by Gill Kemp, North Tyneside Learning Trust.	Autumn 2			-					
M13	Pupil Premium action plan/strategy created, implemented and reviewed as a result of the external review.	Spring 1 Summer 2	Spring 2	Summer 1	Autumn 1 Spring 2	Autumn 2 Summer 1	Spring 1 Summer 2			
M14	Pupil premium funding for individuals logged, impact monitored and actions revised accordingly.	Spring 1	Summer 2		Autumn 1 Spring 2	Spring 1 Summer 2				
M15	School gaps are continuing to narrow between disadvantaged & others (using disaggregated data).	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2			
M16	Gaps are narrowing between school and national disadvantaged pupils and others (using disaggregated data).	Summer 2			Summer 2					
Evaluation methods	<ul style="list-style-type: none"> <li>• Half termly data analysis identifies gaps and actions planned.</li> <li>• Reports from Together for Children School Improvement Team.</li> <li>• Reports from North Tyneside School Improvement Officer and advisors.</li> <li>• Whole school monitoring timetable, including lesson observations, learning walks, book scrutinies, planning scrutinies and pupil voice.</li> <li>• Scrutiny of monitoring records by SMT, subject leaders, governors and RAG.</li> </ul>									
Quality Assurance	<ul style="list-style-type: none"> <li>• Governing Body, governors Ofsted working party committee and governors standards committee (evidence of challenge against action plan in meetings).</li> <li>• Full Ofsted inspection 2019/2020</li> </ul>									

NOTE: All aspects of the plan are applicable to EYFS, although there are specific targets for EYFS in some sections.

**P1a: Securing consistency in the quality of teaching and learning, particularly with regards to reading and writing.**

	Aim/Action	Lead person & Governor Link	Timescale		Success Criteria	Comments
			17-18	18-19		
1 M2 M3 M4 M5 M6 M7 M8	All staff clear on how to plan, teach and assess reading and writing effectively for all groups of pupils.	HT DHT English Leads Advisors KT JC	Autumn 2		Audit of reading and writing across school completed.	<b>Whole school</b> <u>Staff meetings</u> 11/9/18 Phonics training – Batty Land 3/10/18 SPAG Trio time 10/10/18 Teaching and Learning grids linked to monitoring (TfL) 23/1/19 Mastery in Reading (TfC) 23/1/19 I Can accreditation EYFS (TfC) 20/3/19 Talk for writing  <u>Monitoring</u> Data analysis, including identifying focus pupils for intervention wb 5/9/18 11/12/18 Lesson observations – English & Maths (whole school) EYFS/KS1 – w/b 3/10/18 & 28/1/19 KS2 – wb 26/9/18 & 21/1/19 5/10/18 English book and planning monitoring EM AS (TfC) 9/11/18 English book monitoring EM & EM (NT) 4/12/18 English governor meeting 13/12/18 SDP visit including English work scrutiny. 29/1/19 English book monitoring 6/3/19 SIO visit (TfC) 31/1/19 Phonics learning walk EP AS 19/3/19 SDP visit (NT) including reading monitoring. 19/3/19 English book/planning monitoring EP AS 21/3/19 Guided reading learning walk JB 5/19 ASD provision LA review AP JA 5/19 Whole school LA review CI AJ 18/6/19 SDP visit including curriculum  <u>Subject leaders support</u> 20/9/18 Literacy leader training (NT) EP 10/10/18, 30/1/19 & 22/5/19 English Leader training (TfC) EP 24/1/19 Visit to St. Marys Longbenton to meeting & obs (talk for writing) EP 15/11/19, 10/1/19 & 7/3/19 Leadership impact meetings EP JB led by TfC (VB) See joint monitoring with consultants above. 2/5/19 Supporting reading in EYFS AW 19/6/19 English Hub meeting EP AW  <u>Individual support</u>
			Autumn 2		Expectations set with all staff for teaching and learning of reading and writing, including spelling, handwriting, reading as well as English lessons.	
			Spring 2		Staff CPD on planning, assessment, spelling and handwriting led by NT LA & Together for Children (TfC).	
			Autumn 1		Staff CPD on vocabulary and reading led externally.	
			Autumn 2		All reading and writing planning documentation efficient and streamlined.	
			Autumn 1		*Introduction of planning and progression document stating objectives to be taught across writing in all year groups, including objective required for greater depth/above ARE, books/ stimuli to use for each genre.	
			Summer 1		*Create and introduce a planning and progression document for reading.	
			Autumn 2	Autumn 1	Planning, teaching and assessment procedures for reading and writing across school established through CPD both internal and external which meets the needs of all pupils within classes. Implementation monitored half-termlly.	
			Spring 2	Spring 1		
			Summer 1	Spring 2		
Summer 2	Summer 2					
Autumn 2	Autumn 1	Effectiveness of reading and writing teaching, including how it meets the needs of all groups of pupils, monitored by subject leaders and SLT half-termlly. Actions from previous monitoring acted upon and impact noted.				
Spring 1	Autumn 2					
Spring 2	Spring 1					
Summer 1	Spring 2					
Summer 2	Summer 1					
Summer 2	Summer 2					
2 M2 M3 M4 M5 M6 M7 M8	Increase % of teaching which is good or better over time in reading and writing.	HT DHT English Leads KT JC	Autumn 1		Internal CPD - What makes a good lesson? Discussed and agreed with all staff.	
			Autumn 2	Autumn 1	SLT and subject leaders provide tailored support and challenge to staff on an individual basis, linked to monitoring, CPD and appraisal. Action points are reviewed regularly and progress noted.	
			Spring 1	Autumn 2		
			Spring 2	Spring 1		
			Summer 1	Spring 2		
			Summer 2	Summer 1		
			Summer 2	Summer 2		
			Autumn 2		85%+ of reading and writing teaching is good or better over time.	
			Spring 1			
			Spring 2			
Summer 1						
Summer 2						
	Autumn 2	100%+ of reading and writing teaching is good or better over time.				
	Spring 2					
	Summer 2					
	Autumn 1	*Introduce teaching and learning grid for all teachers to complete over time showing evidence of how monitoring and CPD has had an impact upon their teaching (linked directly to appraisal targets).				
	Spring 2	*Monitor use of teaching and learning grids and journey of individual development through mid-year appraisal and final review.				
	Summer 2					
	Autumn 2	*Extend the use of Iris connect to support individual (where appropriate) and whole school teaching and learning development in reading and writing.				
	Spring 2					
	Summer 2	*Teachers to form coaching triads with peers in same year group from cluster schools. Work together with a specific focus on develop teaching and learning in English within their year group through observations and sharing ideas.				
3 M1 M2 M3	Review and implement monitoring programme for reading and writing.	HT DHT English Leads	Autumn 1		New monitoring forms in place to focus on strengths and 'better if', as well as individual pupils from within a range of groups, e.g. disadvantaged, higher ability and SEN.	
			Autumn 1	Autumn 1	Rigorous monitoring program for all leaders in place linked to school priorities.	
			Autumn 2	Autumn 1	Teaching over time in reading and writing is improving and effectively analysed by relevant leaders, gaps identified and support/challenge provided.	
			Spring 1	Autumn 2		
	Spring 2					
	Summer 1					
	Spring 2					
	Summer 2					

			Summer 2	Summer 1 Summer 2			All training days below focus on English/Maths: 4/10/18 Y3 training day (NT) – JB 11/10/18 Y4 training day (NT) – RD 18/10/18 Y5 training day (NT) – SMM 8/11/18 Y2 training day (NT) - CF 15/11/18 Y6 training day (NT) – CJ English planning sessions with AS (TfC): 12/10/18 Year 1 & Year 3 18/10/18. Year 6. 1/11/18 Year 5 6/11/18. Year 4 & Year 2 18/3/19 ES BR Raising achievement 9/10/18 Visit to George Washington Primary for continuous provision - ES 17/11/18 Keeping reading at the heart (NT) AW 21/11/18 Preparation for KS1 Assessments (TfC) CS 28/11/18 Preparation for KS2 Assessments (TfC) CJ 12/11/18 Raising standards in reading (TfC) 4/12/18 Y2 moderation (TfC) 9/11/18 Y1 transition (NT) ES SN 12/11/18 Raising standards in reading RB 11/12/18 Y1 moderation 11/12/18 Y5 moderation 21/3/19 CF RB Science through story 3/4/19 Maths and writing drop in moderation RB 8/5/19 Readiness for Y6 SMM 7/5/19 Readiness for Y2 ES
		KT JC	Spring 1 Summer 1	Autumn 2 Spring 2 Summer 2	Teacher assessment judgements are moderated externally through partner schools and internally.		
4 M1 M7 M8 M9 M10	Secure effective leadership and management of English.	HT  KT	Autumn 1		New English leaders in place.		
			Autumn 2		Support provided by NT LA & TfC in assessing baseline for English across school and support in creating an action plan.		
			Autumn 2		Support provided by NT LA in initial subject leader monitoring using school system to enable leaders' confidence to complete future monitoring effectively.		
			Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Subject leaders monitor reading and writing each half-term with support and advice from SLT.		
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	English Leader CPD where appropriate from NT LA and TfC. All records of meetings collated and notes on impact measured.		
			Autumn 2 Spring 2 Summer 2	Spring 2 Summer 2	English leads work alongside a mentor (experienced English Lead from another school) with whom they meet regularly to share practice and support/ challenge.		
			Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	English leads confidently report upon their subject (including data) to link governors and external advisors.		
			Spring 2 Summer 2	Autumn 2	English leads deliver whole school CPD as part of their action plan as well as provide individual tailored support for teachers where appropriate as a result of monitoring findings.		
				Autumn 1	*DHT responsible for teaching and learning across school working closely with the English leaders to support their development as leaders.		
				Autumn 2 Spring 2 Summer 2	*DHT to work with English lead and Reading lead on action planning, monitoring and evidencing impact effectively.		
				Autumn 2 Spring 2 Summer 2	*SDP (NT) and/or SIO (TfC) support English leaders through challenge meetings to evidence impact of actions using monitoring and data as evidence.		
				Autumn 1	*Revise roles of English subject leaders to ensure clarity and focus for roles – EP as English Leader and JB as Reading leader. Job descriptions and responsibilities established.		
5 M5 M6	Improved handwriting across school.	English Leads  KT	Autumn 1		Introduce handwriting books and short daily practice. Introduce handwriting package to support learning at school and home (Letter Join).		
			Autumn 2		Whole school CPD on handwriting process and practice led by TfC.		
			Spring 1		Introduce books in English lessons with handwriting lines to secure consistency in size and formation. Pupil move back in usual books once this is established and applied consistently.		
			Spring 1 Summer 1	Autumn 1 Spring 1 Summer 1	Monitoring of handwriting through a range of books is completed and staff have taken action upon 'better if' points from previous monitoring. 85%+ of books are consistently showing sustained and marked improvements.		
			Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Awards provided to pupils for consistency and sustained improvement in handwriting.		
				Autumn 1	*Introduce progression and variation of handwriting lines in English books through school appropriate for age range and ability.		
6 M5 M6	Improved spelling across school.	English Leads  KT	Autumn 2		Introduce new spelling (No-nonsense Spelling) through staff CPD. Set expectations for teaching and learning across school, including planning, teaching and assessment.		
			Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	90%+ of pupils show increased scores in spelling tests focussing on spelling patterns rather than individual words.		
			Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Immediate and planned interventions in place for those struggling with spellings and impact measured.		
						Other 11/2/19 Y5 War Horse performance and workshop (Sunderland Culture) 6/2/19 Y4 Rapper working on English book (Sunderland Culture) 23/4/19 Brandon Lee-Sears acting workshop KS2	

			Summer 2	Summer 2	90%+ of pupils show marked progress in dictation exercises.
			Summer 2	Autumn 1 Spring 1 Summer 1	90%+ of pupils know and are able to use a range of strategies to support spelling of unknown words, including phonics, orthography, morphology and etymology.
				Autumn 2	*Introduce HAST spelling standardised tests to monitor development of spelling ages of individual pupils.
				Spring 2 Summer 2	*90%+ of pupils have increased spelling ages on standardised scores and 15% have made accelerated progress.
			Spring 1 Summer 1	Autumn 2 Spring 2 Summer 2	Monitoring of spelling through a range of books is completed and staff have taken action upon 'better if' points from previous monitoring. 80%+ of books are showing sustained and marked improvements.
			Summer 2	Summer 2	80%+ of all pupils are able to spell age appropriate core words consistently accurately across the curriculum and where spelling errors occur they are able to self-correct with little support.
7 M4 M5 M15	Provide effective intervention for those children underachieving.	TAs	Autumn 1	Autumn 1	All TAs clear upon expectations within their roles, including the delivery, logging and monitoring of impact of interventions (linked to appraisal). Teachers aware of their roles in intervention.
		Teachers	Autumn 2	Autumn 1	A list of current TAs and interventions trained to deliver has been created. Gaps identified and new opportunities for training identified.
		Inclusion manager	Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	All planned interventions linked to previous half-termly pupil progress meetings. Planned interventions are logged, reviewed and impact measured.
		English/ Maths Leads	Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Planning, logs and books showing all interventions are monitored half-termly by SLT/SMT. Staff have taken action upon 'better if' points from previous monitoring. 90%+ of books are showing marked improvements as a result of interventions.
		KT	Summer 2		Immediate intervention embedded as part of daily practice for teachers and teaching assistants.
				Autumn 1 Spring 1 Summer 1	*Planned interventions to focus mainly on pupil premium pupils who are just below expected expectations for their year group.

**P1a: Impact of actions 2018/2019**

- Increases in pupils on track to meet achieving age-related expectations when compared from the previous key stage – the whole school % increased by 8% in writing and 8% in reading, while PP pupils increased by 5% in writing and reading by 11%. There was also increases in those on track to achieve above expected across school, 8% in writing and 12% in reading. Increases in PP pupils achieving greater depth were 7% in writing and 11% in reading. New staff for September 2018 had two days of induction in summer 2018 and will be supported by SLT/English leaders to ensure consistency of approach.
- Internal and external monitoring shows and increased % of good or better teaching over time – 100% based upon all forms of monitoring. Those members of staff who have required extra support have the capacity to improve even further and have shown marked improvements in aspects of their teaching (validated by LA review). Staff have individual action plans for based upon their monitoring. Staff CPD provided for the action plans and responsibility for completion lined closely to appraisal.
- Well documented monitoring shows improvements across school. External partners have moderated staff judgements throughout the year and state that these are accurate, as well as staff having a very good understanding of individual pupils and what they need to do to improve further.
- English leaders roles re-evaluated in place throughout this academic year (English Leader and Reading Leader). They have been supported both externally and internally including external challenge meetings which acknowledge improvements (see reports). All systems in place.
- Monitoring shows that generally handwriting and presentation across school has improved significantly (specific examples of outstanding progress). Clear expectations for pupils and staff in place. 95%+ of English books show a marked improvement in quality of presentation and handwriting.
- Monitoring shows new systems in place for spelling is beginning to have an impact upon everyday spelling in books. Some significant improvements for individual pupils have been noted and vocabulary development is evident throughout school which has aided spelling (see SDP reports and monitoring)
- System for interventions in place and all TAs extensively log work completed. Most planned interventions show improvement from entry to exit level and where it does not further actions taking place. Significant success with Reading Plus and BRP with increased reading ages, comprehension ages and fluency for those accessing the programmes, which has had an impact upon phonics in Year 1/2 and KS2 reading SATs (increase on 2018).



P1b: Refining assessment and tracking systems so that they capture the rate and extent of pupils' progress across subjects accurately.						
	Aim/Action	Lead person & Governor Link	Timescale		Success Criteria	Comments
			17-18	18-19		
1 M1 M11	An accurate data tracking system in place used effectively by all members of staff.	HT DHT AT	Autumn 1		Review how progress is measured in the Pupil Asset database to be more in line with the new primary assessment (below, meeting age related or above age related). All staff aware of changes, how to input data and analyse data.	<b>Whole school</b> <u>Staff meetings</u> 14/11/18 ASP training SLT (TfC) 3/12/18 Moderation of assessment all year groups with Wessington & Barnston primaries.  <u>Monitoring</u> Data capture 14/10/18, 7/12/18, 25/3/19. Interim pupil progress meetings wb 5/11/18 Pupil progress meetings wb 14/1/19 & 23/4/19 wb 8/7/19  <u>Individual support</u> 10/10/18 Baseline moderation (NT) AW JD JB TW Wb 17/9/18 Subject leader support from AHT with action planning and linking to data. 15/11/19, 10/1/19, 7/3/19 & 10/7/19 Leadership impact/challenge meetings AF EP JB AW SJ RD RB led by TfC (VB) 17/1/19 Review of data analysis sheet AF GW (NT & TFC) 18/6/19 SDP visit including meeting with curriculum leaders.
			Spring 2		Complete health check of Pupil Asset system with LA advisors to ensure that it meets the needs of school and is appropriate compared to other schools.	
			Autumn 2	Autumn 1	Ensure staff are clear on how to input data into the Pupil Asset system and how to analyse this information regularly (using it as an integral part of planning for individual pupils' needs).	
2 M1 M9	Ensure all staff and leaders' judgements in EYFS baseline assessment are accurate.	AHT MB	Autumn 1	Autumn 1	Systems for baseline assessment in place and are appropriate (similar to other schools).	
			Autumn 1	Autumn 1	All EYFS staff understand baseline and moderate their judgements/evidence with each other. Judgements and conversations show that staff know their children well.	
			Autumn 2	Autumn 1	External moderation of EYFS baseline data by LA advisor shows staff are accurate.	
3 M4 M6	Pupil progress meetings focus on specific groups and staff are supported, challenged and monitored on effective progress over time as well as attainment.	HT SLT SMT AT	Spring 1		New format for pupil progress meetings in place, including focus on disadvantaged/SEN.	
			Autumn 1		All SLT trained on how to effectively lead pupil progress meetings by HT.	
			Autumn 1	Autumn 1	Individual staff pupil progress meetings have a clear focus on achievements and barriers affecting learning. Staff all state what they are doing to address issues, including interventions and actions in class. Individual classes are looked at in relation to the whole cohort and staff supported/ challenged upon evidence provided. Progress and impact of actions since last meeting logged. ½ termly meetings led by SLT.	
			Autumn 2	Autumn 1	All staff appraisal pupil progress targets set closely to pupil progress and attainment of current pupils taught and discussed at pupil progress meetings.	
			Spring 1	Spring 2	Reading and writing data shows that 80%+ of vulnerable groups are making at least expected progress (where progress is stalling actions in place to support future progress).	
			Spring 2	Summer 2		
			Summer 1	Summer 2	End of term data shows an increase in age-related expectations for all pupils (including vulnerable groups) in reading and writing.	
			Summer 2	Summer 2		
4 M6 M7 M8	All pre and post assessments in English and Maths are used to effectively plan/ teach according to the needs of individual pupils and used to form accurate assessments.	HT DHT Subject leaders KT/AL	Autumn 2	Autumn 1	Pre/post assessments in place and support provided to ensure assessments are appropriate (including cold and hot writes).	
			Spring 1	Autumn 1	All staff understand expectation of pre/post assessments as the core learning objectives (based upon the National Curriculum) and how they effectively inform half-termly assessments.	
			Autumn 2	Autumn 2	Monitoring shows that pre/post assessments are being completed on each unit of work in English and Maths. These assessments inform half-termly assessments. Support provided to individual staff by SMT/subject leaders where necessary to ensure that are building up an accurate picture of individual pupils' learning. Impact noted/reviewed at next monitoring.	
			Spring 2	Summer 2		
5 M9 M10	Internal and external moderation processes for reading and writing in place and show accurate judgements are being made consistently.	DHT KT	Spring 1	Autumn 2	All teachers moderate reading and writing judgements externally with cluster schools. Moderation notes logged and judgements in line or altered accordingly.	
			Summer 2	Spring 2	All teachers moderate reading and writing judgements internally within year group or cross phase. Moderation notes logged and judgements in line or altered accordingly.	
			Spring 2	Autumn 2	All teachers, where appropriate, take part in moderation activities held by TfC or NT LA or end of key stage moderation processes.	
			Summer 2	Spring 2	EYFS staff attend all moderation meetings with NT LA and TfC in order to establish accurate judgements.	
6 M1	Data shared with governors about progress for groups of pupils is clear and accurate.	HT ALL	Autumn 2		HT has reviewed with the standards committee chair data which is shared with governors and produced a proforma showing in year progress and below/meeting/above age related expectation for all pupils and vulnerable groups, disadvantaged, HAP and SEN.	
			Autumn 2		All governors understand the new proforma and how to challenge HT on data.	

M9			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Evidence from governor minutes show that governors are clear about data and challenge anomalies where appropriate, SLT are able to confidently share information and answer queries, including impact upon actions.	
<b>P1b: Impact of actions 2018/2019</b>						
<ol style="list-style-type: none"> <li>1. Data system reviewed and data input refined to ensure collection shows progress from previous key stage. Staff clear on expectations and system monitored by external partners.</li> <li>2. EYFS baseline judgements moderated by external partners and judged to be accurate. End of year judgements moderated and judgements proved to be accurate.</li> <li>3. New individual pupil progress meetings in place and linked directly to accurate data collection/monitoring/staff appraisal. Those pupils on track to reach age related expectations at the end of the key stage for PP pupils increased by 5% in writing and 12% in reading from their previous key stage.</li> <li>4. All pre/post assessment in place and monitoring shows that they are being used effectively to plan teaching. Monitoring shows significant progress made for individuals due to focus on teaching and learning from assessments.</li> <li>5. Judgements reviewed by external partners in Summer 2018 and proved to be accurate. EYFS formally externally moderated and all judgements approved.</li> <li>6. Governors have a clear data sheet shared and governor minutes acknowledge challenge where appropriate. This has been consistent all year.</li> </ol>						
<b>P1c: Supporting and challenging all subject leaders to evaluate and report precisely upon the progress of all groups of pupils within their area of responsibility.</b>						
	<b>Aim/Action</b>	<b>Lead person &amp; Governor Link</b>	<b>Timescale</b>		<b>Success Criteria</b>	<b>Comments</b>
			<b>17-18</b>	<b>18-19</b>		
1  M11	<b>All subject leaders effectively monitor the teaching and learning of their subject gaining a thorough understanding of strengths and weaknesses to inform action planning, including appropriate CPD required.</b>	<b>AHT</b>  <b>Subject leaders</b>  <b>AR</b>	Autumn 1	Autumn 1	Expectations set for all subject leaders (timeline of deadlines), including subject leader file, action planning, monitoring, data analysis, etc.	<b>Whole school</b> <u>Staff meetings</u> 3/9/18 Guerilla Education- Curriculum Development with Wessington & Barmston Primaries. 7/11/18. Science vocabulary RB 7/1/19 & 13/3/19 Subject leadership  <u>Monitoring</u> 15/11/18 Leadership impact meetings AF EP JB AW RB led by TfC (VB) 10/10/18 & 5/4/19 AHT meetings with all subject leaders. 11/2/19 Science leader monitoring 25/3/19 DT leader monitoring 4/4/19 Music leader monitoring
			Spring 2	Spring 2	Subject leaders report to governors via HT report on their subject, including strengths, weaknesses, actions and impact (including data analysis and impact of CPD).	
			Summer 2	Summer 2	Core subject leaders present at full governing body meeting once a year, including strengths, weaknesses, actions and impact (including impact of CPD).	
			Spring 2 Summer 2	Spring 2 Summer 2	Subject leaders monitor teaching and learning within their subject, feedback to staff providing CPD or action planning where appropriate.	
			Spring 2 Summer 2	Spring 2 Summer 2	All foundation subject leaders meet with AHT (Curriculum Lead) to discuss progress within subject and actions for future. AHT providing support and challenge. Minutes shared with SLT.	
				Summer 2	*Subject leaders gain an understanding of how their subject is taught in EYFS and recognise what good progress/achievement looks like.	
			Spring 1 Spring 2 Summer 1 Summer 2	Autumn 2 Spring 2 Summer 2	English/Maths leaders discuss teaching and learning (including data analysis) with TfC & NT advisors. Evidence from advisor reports show leaders have an accurate understanding of their subject and making significant progress in increasing standards.	
2  M11	<b>All subject leaders are able to report on pupil progress (including groups) and attainment for their subject throughout school, including EYFS.</b>	<b>AHT</b>  <b>SLT</b>  <b>Subject leaders</b>  <b>AR</b>	Spring 2 Summer 2	Summer 2	All foundation subject leaders analyse whole school data from Pupil Asset for their subject annually following an agreed format and finding patterns/trends with groups, e.g. disadvantaged, SEN, HAP, etc. Progress reviewed since previous year.	<b>Subject leaders support</b> 26/9/18 Science Leader training (TfC) - RB 30/10/18 & 5/2/19 Science book scrutiny – RB, AF & GW 5/11/18 & 12/2/19 Topic book scrutiny – RD, CJ, AF & GW 5/11/18 Linking science (NT) CS RB 13/11/18 Primary Music Curriculum CF 7/1/18 Leading EY (NT) AW 14/3/19 PE leader conference SMM 20/6/19 Washington Primary Heads Conference GW AF 26/6/19 CAS ICT conference PA 21/5/19 Primary SENDCO meeting SJ 16/5/19 Primary Science leaders RB 24/6/19 SENDCO conference SJ
			Spring 2 Summer 2	Summer 2	All foundation subject leaders use analysis of data (as well as monitoring information) to share findings with AHT/whole staff and create an action plan for the year.	
			Summer 2	Summer 2	Increase in pupils achieving age related expectations for all foundation subjects year on year.	
				Autumn 2 Summer 2	*All subject leaders report data analysis and effective impact of actions to governors in an agreed format via HT report.	
			Spring 1 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Science leader to analyse whole school data termly from Pupil Asset finding patterns and trends with groups creating an appropriate action plan. Progress reviewed since previous analysis, findings shared with staff to strengthen practice and alter action plan.	
			Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 2 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	English/Maths leaders analyse data (with support of SLT initially) and identify trends with all pupils and groups on a half-termly basis. Progress reviewed since previous analysis.	
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	English and Maths leaders share findings with SLT then staff. Leaders support/challenge improvements through termly pupil progress meetings and feedback from monitoring.	
			Summer 2		English subject leaders report data analysis verbally and in writing at full governing body meetings and/or standard committee meetings annually.	

**P1c: Impact of actions 2018/2019**

1. All foundation subject leaders have been supported by AHT in monitoring of teaching and learning for their subject (see meeting notes). Action plans have been reviewed and all have reported to governors in Spring 2019 via the HT report. English and Maths leads have had support from external partners as well as members of SLT. Monitoring shows that generally, subject leaders have a very good understanding of their subject, including strengths, weaknesses, actions and impact. During the summer term,
2. Support provided by AHT for all subject leaders to analyse data inputted, including vulnerable groups analysis by creating a consistent format to report. English leads shared work and impact with governors and external partners. Subject leaders have also had challenge meetings with external partners in the summer term (evidenced in external partner reports).

**P1d: Further reducing differences for disadvantaged pupils, across key stages within reading and writing.**

	Aim/Action	Lead person & Governor Link	Timescale		Success Criteria	Comments
			17-18	18-19		
1 M12 M13	Pupil Premium review completed and appropriate action plan in place and implemented.	HT	Autumn 1 Summer 2	Summer 2	Pupil premium strategy from previous year reviewed and published online.	<b>Whole school</b> <u>Staff meetings</u> Briefing: Pupil premium pupils 5/9/18 Briefing TAs: interventions 5/9/18  <u>Monitoring</u> Data capture 14/10/18 7/12/18 Interim pupil progress meetings wb 5/11/18 Pupil progress meetings wb 14/1/19 & 23/4/19 All monitoring has a focus on progress of individual PP pupils (see monitoring file). TA file moderation 11/10/18 & 16/2/19
		PP lead	Autumn 1 Summer 2	Autumn 1 Summer 2	New pupil premium strategy approved by governors and published online.	
		External reviewer	Autumn 2		Pupil premium review completed by Gill Kemp, North Tyneside Learning Trust.	
			Spring 1		Review report shared with staff, governors and parents (published on website).	
		AL	Spring 1 Spring 2 Summer 2		Points to improve from review report actioned. Pupil premium 2017/2018 strategy reviewed. Pupil premium action plan reviewed and impact noted.	
2 M13 M14	Create an inclusion register for all classes/groups of children to provide context for individuals and potential barriers to learning.	HT	Autumn 2	Autumn 2	Inclusion register completed for classes and English/Maths groups throughout school to show potential barriers to learning, including safeguarding, disadvantaged, home issues, SEN, etc.	
		SLT	Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Register shared when completing monitoring (lesson observations, work scrutiny, etc.) both internally and externally in order to provide context.	
		AL	Summer 2	Summer 2	Register updated where appropriate.	
3 M14	All pupil premium spending for individuals tracked against progress made as a result. Data shows that internal and national gap is narrowing.	HT	Autumn 2 Spring 2 Summer 2	Autumn 2 Summer 2	Spending for pupil premium pupils is tracked throughout the course of the year and monitored on a termly basis by PP Leader and HT.	
		PP lead	Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Impact of spending is reviewed termly using data analysis (including exit data from interventions).	
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	PP Lead analyses disadvantaged pupils' data on a termly basis looking at trends and patterns, as well as potential barriers. Evaluates effectiveness of spending and supports/ challenges teachers to ensure effective progress for the next term through action planning.	
			Summer 2	Summer 2	85%+ disadvantaged pupils are making at least expected progress over the year in reading and writing and 20%+ are making better than expected progress.	
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Internal gap between disadvantaged and non-disadvantaged pupils reaching age related expectations is narrowing term on term across school for reading and writing.	
				Autumn 1 Spring 1 Summer 1	*Specific focus on narrowing gaps between PP and NPP for Y2 & 5 in reading, writing and maths and Y3 in reading through focused interventions both daily and planned blocks. Focus on those PP pupils just below expected standards.	
			Summer 2	Summer 2	National gap between disadvantaged and non-disadvantaged pupils reaching age related expectations is narrowing each year at end of key stages for reading and writing.	
		4 M1 M15 M16	Half-termly pupil progress meetings across school with SLT/SMT. Support and challenge provided for teachers and actions are having an impact upon attainment and progress, which is evident at next data analysis.	SLT	Autumn 1	
SMT Teachers	Autumn 1				All SLT trained on how to effectively lead pupil progress meetings by HT.	
	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2			Autumn 1 Autumn 2 Spring 2 Summer 2	Individual staff pupil progress meetings have a clear focus on achievements and barriers affecting learning for disadvantaged pupils. Staff state what they are doing to address issues, including interventions and actions in class. Progress and impact of actions since last meeting logged. Termly meetings led by SLT and core subject leaders attend at the end of term meeting.	
AL	Autumn 2 Spring 2 Summer 2			Autumn 2 Spring 2 Summer 2	Reading and writing data shows that 80%+ of disadvantaged pupils are making at least expected progress then where progress is stalling actions in place to support future progress.	
	Autumn 2 Spring 2			Autumn 2 Spring 2	End of term data shows an increase in age-related expectations for disadvantaged pupils in reading and writing.	

			Summer 2	Summer 2	
5 M1 M14	Monitoring throughout the year has specific focus on disadvantaged pupils from across school.	SLT	Autumn 1	Autumn 1	All monitoring forms, including lesson observations, pupil voice and pupil progress meetings, are adapted to allow comments/discussion on progress/attainment of disadvantaged pupils.
		SMT	Autumn 2 Spring 2	Autumn 2 Spring 2	All staff know disadvantaged pupils within lessons taught and identify needs, barriers and actions to support each lesson (evident through monitoring).
		AL	Summer 2	Summer 2	Specific monitoring sessions in the timetable focussing purely on disadvantaged pupils, including pupil voice.
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Monitoring evidence shows level of support provided for disadvantaged pupils and how this has had an impact upon progress/attainment, including where practice has been altered.
6 M1 M14 M15 M16	Interventions for disadvantaged pupils are tracked and impact monitored.	AHT	Autumn 2	Autumn 1	New intervention recording sheets produced for teaching assistants (immediate/planned).
		SLT	Autumn 2 Spring 1 Spring 2	Autumn 1 Autumn 2 Spring 1	TAs complete short immediate interventions on a daily basis (or where appropriate and in consultation with the class teacher). Impact notes on recording form. All immediate intervention logged in pupils' books. Teachers complete immediate interventions daily (or where appropriate) as a result of formative assessment in lessons (evidenced in pupils' books).
		PP Lead	Summer 1 Summer 2	Spring 2 Summer 1	
		Subject leads	Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	TAs complete at least one planned intervention (mainly disadvantaged pupils) a half-term linked to outcomes from previous pupil progress meeting.
		AL		Autumn 1 Spring 1 Summer 1	*Planned interventions to focus mainly on pupil premium pupils who are just below expected expectations for their year group.
				Autumn 2 Spring 1 Spring 2 Summer 1	Develop peer tutoring with Y6 NPP pupils working with just below expected PP pupils in Y3, 4 & 5 after school sessions once a week for blocks of 6 weeks. Focus on developing basic skills appropriate to needs, e.g. spelling, reading, handwriting, etc.
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	SLT monitors TA intervention files & pupil books regarding impact of teaching upon progress/attainment. All underachieving or more able disadvantaged pupils access intervention throughout the year (both immediate and planned).
			Summer 2	Summer 2	Interventions contribute to at least 80%+ of disadvantaged pupils making expected progress and 20%+ making better than expected progress over the year.

**P1d: Impact of actions 2018/2019**

1. Pupil premium review completed including follow-up visit in 2017/2018. Action plan created and reviewed in 2018. Strategy written and reviewed each year.
2. Inclusion register created and updated termly. Shared (anonymised where necessary) with external partners when observing and staff.
3. PP spending analysed via strategy.  
Data shows that there has been an increase the number of PP pupils on track to reach expectations in all year groups by the end of the key stage (12% in maths, 11% in reading and 5% in writing). There is also an increase in those achieving above expected compared to the previous key stage - Maths 2%, writing 7% and reading 11%. ARE gaps between PP and NPP in maths Y1, Y3 & Y6 and reading/writing in Y1 & Y6 are minimal. PP pupils have a higher % of ARE than NPP pupils in Y6 maths. The gap between PP and NPP pupils who achieve GLD at the end of reception is larger than predicted national average (37%). This is due to the high level of needs within the cohort (significant SEN and safeguarding). With these outliers removed, PP pupils achieving GLD would be 60% (in line with NA 2018). Year 1 PP pupils passing the phonics screener is 76% and Year 2 above all pupils at 91% - both higher than 2018 NA data. % of PP pupils achieving expected at the end of KS1 reading is above PP pupils NA 2018 and writing roughly in line. There have been increases in the number of pupils achieving expected and greater depth in all subjects when compared to those achieving at the end of EYFS. % of PP pupils achieving expected in Y6 is roughly in line with NA 2018 for all subjects but higher than NA 2018 for Maths. There are significant increases in the PP pupils achieving expected in Y6 when compared to their KS1 data – Maths +22%, writing +17% and reading +9% - and those achieving greater depth – Maths =, writing +22% and reading +13%.
- 4, 5 & 6. All pupil progress meetings have a specific focus on PP pupils and interventions tailored for PP pupils. All monitoring includes PP pupils specifically which are linked to pupil progress meetings and data. Procedures in place for interventions including recording of impact. See data above in point 3 for impact.

Evidenced and shows impact

In progress

Not impacted

Priority 2 Quality of teaching and learning	P2: Secure better consistency in the quality of teaching and learning across key stages, including Early Years, by: a. Ensuring that adults read frequently with pupils, matching books to pupils' needs and interests, appropriately. b. Sharpening teachers' skills in matching reading and writing tasks to pupils' needs, closely. c. Holding staff fully accountable for maximising teaching and learning time, by responding to pupils' needs in a more timely manner. d. Providing the most able, including the most able disadvantaged and the most able pupils who have special educational needs and/or disabilities, with sufficient challenge in reading, writing and mathematics.						
Milestones (M)		2017 – 2018			2018 – 2019		
M1	Data from assessments show that 90%+ of pupils are increasing scores/reading ages each term.	Autumn 2	Summer 2		Autumn 2	Spring 2	Summer 2
M2	Pupil and parent voice show that 90%+ of pupils are engaged in reading, making progress and reading regularly.	Spring 2	Summer 2		Spring 2	Summer 2	
M3	Monitoring of home/school diaries/records and SLT/subject leaders listening to children read show 90%+ of pupils are reading appropriate books at home and school regularly.	Spring 1	Spring 2	Summer 1	Autumn 1	Autumn 2	Spring 1
M4	Subject leader/SLT monitoring (including triangulation of lesson observations, books and data) show 85%+ of teaching is good or better over time with staff acting upon feedback from monitoring and meeting needs of pupils.	Autumn 1	Autumn 2				
M5	Subject leader/SLT monitoring (including triangulation of lesson observations, books and data) show 100% of teaching is good or better over time with staff acting upon feedback from monitoring and meeting needs of pupils.				Autumn 1	Autumn 2	Spring 1
M6	Work scrutinies show 80% of books are judged to be good in terms of progress over time, evidencing that work is differentiated appropriately for all groups.	Autumn 1	Autumn 2	Spring 1	-		
M7	Work scrutinies show 100% of books are judged to be good in terms of progress, evidencing that work is differentiated appropriately for all groups.	-			Autumn 1	Autumn 2	Spring 1
M8	Moderation by the external partners confirm school judgements of the teaching of reading/writing are accurate.	Spring 1	Summer 1		Autumn 1	Spring 1	Summer 1
M9	Internal and external moderation confirms 85%+ of teachers' assessments across school in writing are accurate.	Autumn 2	Spring 1	Spring 2	-		
M10	Internal and external moderation confirms 100% of teachers' assessments across school in writing are accurate.	Summer 1	Summer 2		Autumn 1	Autumn 2	Spring 1
M11	Monitoring shows that immediate and planned interventions are regularly completed and have an impact on individual pupils' outcomes and progress.	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2	Spring 1
M12	Reading and writing outcomes are more closely in line with those of Maths within school and roughly in line with National (using disaggregated data with outliers removed).	Summer 2			Spring 2	Summer 1	Summer 2
M13	80%+ of most able pupils make expected progress in all subjects and 15%+ make better than expected progress, including the most able disadvantaged and the most able SEND pupils.	Autumn 2	Spring 1	Spring 2	-		
M14	100% of most able pupils reach age related expectations and 50%+ are above age-related expectations in all subjects, including most able disadvantaged.	Summer 1	Summer 2		Autumn 1	Autumn 2	Spring 1
Evaluation methods	<ul style="list-style-type: none"> <li>• Half termly data analysis identifies gaps and actions planned.</li> <li>• Reports from Local Authority School Improvement Team</li> <li>• Reports from North Tyneside School Improvement Officer and advisors.</li> <li>• Whole school monitoring timetable.</li> <li>• Scrutiny of monitoring records by SMT, subject leaders, governors and RAG.</li> </ul>						
Quality Assurance	<ul style="list-style-type: none"> <li>• Governing Body, governors Ofsted working party committee and governors standards committee.</li> <li>• Full Ofsted inspection 2019/2020</li> </ul>						

NOTE: All aspects of the plan are applicable to EYFS, although there are specific targets for EYFS in some sections.

P2a: Ensuring that adults read frequently with pupils, matching books to pupils' needs and interests, appropriately.						
	Aim/Action	Lead person & Governor Link	Timescale		Success Criteria	Comments
			17- 18	18-19		
1 M1 M2	Reading procedures throughout school are audited, reviewed and refined to ensure clarity and opportunities for accelerated progress. Set expectations for whole school community.	HT DHT English Leads CS	Autumn 2	Autumn 2	Reading audit completed in school and actions for improvement included in English subject leaders' action plan. Audit to include home readers, libraries and online platforms.	<b>Whole school</b> <b>Staff meetings</b> Home reader levels – briefing 2/10/18 Reading plus 14/11/18 PIRRA assessments briefing 12/10/18 Book level briefing 19/10/18 23/1/19 Mastery in Reading (TfC) – including vocabulary development. 23/1/19 & 13/3/19 I Can accreditation EYFS (TfC)
			Autumn 2	Autumn 1	Expectations set with all staff for reading with all pupils. Systems set up to effectively record reading taking place.	
			Autumn 2	Autumn 1	Parents and pupils aware of expectations regarding reading at home and in school, including how these are logged appropriately.	
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	SLT/subject leader monitoring shows general consistency in approach to pupils reading frequently and reading appropriate books. Feedback points 'better if' are acted upon by staff and improvements are clear in next monitoring.	
2 M1	The whole school is a literacy rich environment	HT English Leads CS	Autumn 1		Staff training on creating a literacy rich environment focusing on reading.	<b>Monitoring</b> PIRRA assessments 12/9/18 16/12/18 18/9/18 & 4/2/19 Home school diaries/reading charts 2/10/18 & 12/2/19 Guided reading 9/10/18 & 26/2/19 KS1 listening to readings and validation of book levels 19/3/19 SDP monitoring of reading (guided reading, listening to readers &
			Autumn 2	Autumn 1	Reading areas and reading displays created in each classroom. Pupils accessing these areas and taking books home regularly.	
			Autumn 2	Autumn 1	Reading displays around school to inspire reading.	
			Autumn 2		Library spaces reduced and books used to establish class reading areas.	
			Spring 1 Summer 2	Autumn 2 Summer 1	All reading areas are audited for age appropriate and high quality books. Inappropriate books removed and new books purchased where necessary.	
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Pupils writing displayed in every classroom and corridors related to topic work and key vocabulary displayed alongside writing.	
			Spring 2		Staff training on vocabulary development led by TfC.	
				Spring 2 Summer 2	*Further staff training on introducing new vocabulary and specifically on how to ensure application across all subjects. Sharing good practice and monitoring effectiveness through scrutiny.	
			Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	New vocabulary displayed in each classroom appropriate to age and learning/reading. Monitoring shows that pupils are using this vocabulary verbally and in writing.	
			Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 2 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	EYFS outdoor promotes reading and writing effectively for all ability ranges and pupils are engaging in these activities during child-initiated learning and linked to relevant learning.	
				Summer 2	Playground signs mounted on external walls to promote reading outside.	
				Spring 2	Outdoor reading area created in KS2 and used on a daily basis.	
			3 M1	Each year group has a set of challenging, appropriate, quality texts, which are read throughout the year.	English Leads CS	
Autumn 2		Each class has a set of books to use as class readers and also in English lessons.				
Autumn 2		Parents informed about the books allocated to each year group and listed on the school website.				
	Autumn 1	*Reception to introduce core books using the Power of Reading.				
4 M1 M2 M3	Individual reading books appropriately linked to pupils' reading age and provide challenge.	English Leads CS	Autumn 1 Summer 2	Summer 2	All children in KS1 and KS2 have completed Salford reading tests/PIRRA to ascertain reading and comprehension age.	
				Autumn 1 Spring 1 Summer 2	*Introduce new standardised reading assessment (PIRRA) across school to establish reading ages and comprehension ages. Monitor progress across year and use evidence to support pupil progress meetings.	
			Autumn 2		New files in place to log when school reading books have been changed and when there has been an increase in bands.	

			Spring 1		Staff CPD on changing books and bands. Staff set expectations for appropriate challenge when reading with pupils and changing books.
			Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Monitoring shows that teachers review pupil's book bands half termly in relation to formative assessments * and PIRRA assessments.
			Autumn 1 Spring 1 Summer 1	Autumn 1 Spring 1 Summer 1	Subject leader/SLT monitoring (scrutiny of records and listening to samples of children read) shows that 90%+ of all children are reading age appropriate books.
			Spring 2	Spring 2	Review of current reading scheme books and supplement where appropriate to ensure breadth and challenge is available.
			Summer 2	Summer 2	95%+ of all children increase their reading/comprehension age at each test. 20%+ make accelerated progress within the time frame.
5 M2 M3	All pupils are reading regularly at home and/or school and this is effectively logged.	SLT	Autumn 2	Autumn 1	A new home school diary (Y1-Y6) is introduced which provides a page a week to log reading both in school and at home, including use of online reading platforms. *introduce to reception.
			Autumn 2	Autumn 1	Expectations set about use of home school book with parents/carers, staff and pupils.
		CS	Autumn 2	Autumn 1	Revise timetables to allow two TAs quality time to change reading books within year groups and listen to pupils who do not read frequently at home read in school at least one extra time a week.
			Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Subject leader/SLT monitoring of home/school diaries show that teachers and/or TA listening to each child read at least once a week which is logged in the home school diaries. Responding to parent/carer comments where necessary. Staff respond to feedback from previous monitoring where appropriate.
			Spring 2 Summer 1	Autumn 1 Spring 1	Family reading mornings in place where parents can share books with children in school. Brief training provided on effective reading by subject leaders. Feedback positive.
			Spring 1 Summer 2	Spring 2	Extend the range of volunteers in school listening to pupils read (focusing on disadvantaged pupils and those who do not read sufficiently at home). Training provided and expectations set.
			Spring 2	Autumn 1	Reintroduced reading buddies - disadvantaged lower ability KS2 pupils to support KS1 pupils who are underachieving with reading on a weekly basis. Training provided and support from English leaders.
				Spring 2	*Parent and pupil questionnaires on reading throughout school to support action planning.

**P2a: Impact of actions 2018/2019**

1. Expectations set and monitored which shows consistency in approach. Specific induction for new staff.
2. A culture of reading highly visible around school from monitoring and external visitors. Appropriate texts in each classroom which are consistency accessed. Vocabulary displayed and monitoring shows that vocabulary is being taught effectively in lessons. This is beginning to have an impact upon pupils' work. Vocabulary development is evident in all
3. Year group texts in place and situated around school. Monitoring shows that books are used effectively in lessons and as class novels.
4. PIRA tests completed three times throughout the year and show 95% of all pupils have increased reading age with 21% significantly so. Tests are used to ensure all pupils are accurately placed on the reading bands. Additional reading and home school books, as well as tests, ensure that there are more opportunities for checking appropriate book bands. RM books in place to support those lower ability pupils. Evidence of impact through increase of pupils on track to meet ARE at the end of the key stage in reading (+7%) and exceeding ARE (12%).
5. Increased opportunities for reading throughout school has been noted by external partners and monitoring. All actions in place.

**P2b: Sharpening teachers' skills in matching reading and writing tasks to pupils' needs, closely.**

	Aim/Action	Lead person & Governor Link	Timescale		Success Criteria	Comments
			17- 18	18-19		
1 M4 M5	All teachers are clear on how to effectively plan and teach all aspects of English.	English Leads	Autumn 1 Autumn 2		SMT/SLT evaluate effectiveness of current English teaching through learning walks, work scrutiny, pupil/staff discussions, planning scrutiny in conjunction with advisors.	Staff meetings 11/9/18 Phonics training – Batty Land 3/10/18 SPAG Trio time  Monitoring
		LA advisors	Autumn 1		Whole staff CPD on effective English lesson planning, including accurate, appropriate learning objectives, structure of individual lessons, effectively meet the needs of individuals and progression in lessons over time.	

M6 M7 M8		KT		Spring 2	*Whole staff CPD on inference and effective strategies to teach in English lessons and guided reading sessions. Follow up with English leader monitoring.	Data analysis, including identifying focus pupils for intervention wb 5/9/18 Lesson observations – English & Maths (whole school) EYFS/KS1 – w/b 3/10/18 KS2 – wb 26/9/18 5/10/18 English book and planning monitoring EM AS (TfC) 9/11/18 English book monitoring EM & EM (NT) 2/10/18 Guided reading 4/12/18 English governor meeting 13/12/18 SDP visit including English work scrutiny. 29/1/19 English book monitoring 6/3/19 SIO visit (TfC) 31/1/19 Phonics learning walk EP AS 19/3/19 SDP visit (NT) including reading monitoring. 19/3/19 English book/planning monitoring EP AS 21/3/19 Guided reading learning walk JB <u>Subject leaders support</u> 20/9/18 Literacy leader training (NT) EP 10/10/18 English Leader training (TfC) EP <u>Individual support</u> All training days below focus on English/Maths: 4/10/18 Y3 training day (NT) – JB 11/10/18 Y4 training day (NT) – RD 18/10/18 Y5 training day (NT) – SMM 8/11/18 Y2 training day (NT) - CF 15/11/18 Y6 training day (NT) – CJ English planning sessions with AS (TfC): 12/10/18 Year 1 & Year 3 18/10/18. Year 6. 1/11/18 Year 5 6/11/18. Year 4 & Year 2
			Autumn 2		Set expectations for teachers on planning and teaching of all aspects of English, including high expectations of all pupils, adapting learning for individuals, etc.	
			Autumn 2		NT advisor supports each year group on planning a unit or work. Monitor effectiveness alongside English Leads once the first unit is taught.	
			Autumn 2		Timetabled sessions allocated for all English teaching in every year group	
			Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	English Leads have weekly monitoring sessions based upon an aspect of English, e.g. planning, progression, spelling, handwriting, reading. Support provided for individuals where needed. Monitoring shows improvement from previous monitoring for all teachers.	
				Autumn 1	*Introduction of planning and progression document stating objectives to be taught across writing in all year groups, including objectives required for greater depth/above ARE.	
			Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Planning, lessons and books show that all staff are clear on National Curriculum expectations for their year group and the progression (previous and next year group) using new planning/assessment document and any issues addressed immediately and monitored.	
			Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Monitoring shows that teachers are consistently adapting planning from formative assessments to ensure that all pupils are making progress on an individual basis (personalised learning is evident). *clear evidence of challenge for higher ability pupils to achieve above ARE.	
2  M6 M7 M8 M9 M10	All teachers use a range of assessments (pre-assessments, summative and formative) effectively to plan for individual learning in reading and writing.	English leads  KT	Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2		80%+ of English books monitored show consistent use of formative assessment, including immediate intervention and pupils' green pen, is having an impact upon current work and that the impact is sustainable across future pieces.	
				Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	100%+ of English books monitored show consistent use of formative assessment, including immediate intervention and pupils' green pen, is having an impact upon current work and that the impact is sustainable across future pieces.	
			Autumn 2 Summer 2		Introduce diagnostics reading assessments (Salford reading tests) for Y1-Y2 in line with those used in KS2. All tests are used to support allocating individual reading book based upon their reading/comprehension ages.	
			Summer 2		Salford Reading tests show that 90%+ of pupils make expected progress in reading and 25%+ make better than expected progress.	
				Autumn 1 Spring 1 Summer 2	*Introduce new standardised reading assessment (PIRRA) across school to establish reading ages and comprehension ages. Monitor progress across year and use evidence to support pupil progress meetings.	
			Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Monitoring shows consistent use of 'cold' writes for every unit of work in English to identify gaps and plan learning throughout the unit.	
			Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Monitoring shows 'Hot' writes at the end of every English unit of work show clear measurable progress from 'cold writes' where pupils have applied knowledge and skills taught.	



			Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Half-termly reading assessments (Y1-Y6) are used to identify gaps in learning and plan future guided reading/English sessions. Assessments show progress since previous assessments in terms of answer quality, as well as increased scores.
			Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 2 Summer 2	Planned interventions are reviewed and new interventions planned as a result of half-termly data capture and subsequent pupil progress meetings.
3 M4 M5 M6 M7 M9 M10	All English lessons/books show clear differentiation and evidence that lessons are being adapted to meet the needs of individuals.	SLT English Leads KT	Autumn 1 Autumn 2 Spring 1	Autumn 1	Whole staff CPD on differentiation including providing appropriate challenge and support for all pupils in English through lesson delivery, planning and feedback.
			Spring 1		SLT and subject leaders review marking and feedback policy to ensure clarity and precision to allow the greatest impact. Expectations shared with staff, pupils/parents.
			Spring 1 Spring 2 Summer 1 Summer 2		80%+ of lesson observations/learning walks/book scrutiny shows evidence of tailoring individual learning within a lesson and/or across time.
				Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	100% of lesson observations/learning walks/book scrutiny shows evidence of tailoring individual learning within a lesson and/or across time.
			Spring 1 Spring 2 Summer 1 Summer 2		Monitoring shows that 80%+ of marking and feedback is recognising individual strengths and providing appropriate support/challenge to make improvements. Evidence that the improvements are being sustained in future work.
				Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Monitoring shows that 100% of marking and feedback is recognising individual strengths and providing appropriate support/challenge to make improvements. Evidence that the improvements are being sustained in future work.
4 M8 M9 M10	Moderation, both internal and external, show all teachers' judgements in reading and writing are accurate.	HT DHT KT MB	Autumn 2		All moderation processes and recording format of discussions/actions are reviewed to ensure focus on key groups of pupils (e.g. HAP, disadvantaged, etc.)
			Autumn 2 Spring 2 Summer 2	Autumn 1 Spring 1 Summer 1	Termly internal moderation of English books with specific agreed focus/format (e.g. handwriting /presentation, progression, marking, progress, etc.) and recent formative assessments to inform process – cross phase or within phase. Judgements agreed. Staff set individual targets for improvement.
			Autumn 1 Spring 1	Autumn 2 Spring 2 Summer 2	Termly external moderation of English books with specific agreed focus/format (e.g. handwriting /presentation, progression, marking, progress, etc.) with the same year group from another local school.
			Autumn 2 Spring 2 Summer 2	Autumn 1 Spring 1 Summer 1	Subject leaders monitor moderation forms, set targets and monitor impact of moderation over time.
			Summer 2	Summer 2	Participate in TfC end of key stage moderation processes for EYFS, KS1 and KS2 over a two-year period. Moderation shows that judgements are agreed as accurate (within tolerance) using evidence shared.
			Spring 1 Spring 2 Summer 1	Autumn 2 Spring 1 Spring 2 Summer 1	Relevant staff attend moderation meetings held by TfC for EYFS, Y2 and Y6. Judgements are accurate (within tolerance) and advice/support provided from advisers is acted upon and evidenced.
5 M1 M2 M3 M12	Reading in lessons is effective and having a measurable impact upon progress/attainment.	SLT English Leads KT	Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Monitoring shows that reading is integrated appropriately into each unit of English planning across every year group.
			Spring 1		Whole school CPD on guided reading. Expectations set for all staff and resources purchased.

M13 M14	Spring 2 Summer 1 Summer 2	Autumn 2 Spring 2 Summer 2	Monitoring shows that guided reading sessions are being taught effectively in line with expectations in 90%+ of all lessons.
	Spring 2 Summer 1 Summer 2	Autumn 2 Spring 2 Summer 2	Evidence that 80%+ of pupils are making good progress towards achieving reading assessment criteria consistently and evidence of applying skills
		Spring 2	Whole staff CPD revising inference training, including teaching assistant training on inference interventions.
	Summer 2	Autumn 2 Spring 2 Summer 2	Planning shows that all pupils are given the opportunity to practice inference skills regularly in lessons.
		Autumn 2 Spring 2 Summer 2	Reading assessments in all year groups show 85% of pupils have improved scores on inference questions and understanding how content is related questions.
	Summer 2	Summer 2	Increase in scores for all reading assessment criteria in Year 2 and 6 in end of key stage tests (with outliers removed).
	Autumn 1	Autumn 1	All relevant staff trained in using Reading Plus (online platform), particularly monitoring of individual progress and impact of programme on reading speed/understanding.
	Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Analysis of 'Reading Plus' data shows that all children accessing the program regularly have made at least expected progress and 25%+ have made accelerated progress.
	Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Analysis of 'Reading Plus' data shows that 80%+ of all pupils accessing the program have increased their reading speed by 15+ words per minute.
	Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Analysis of 'Reading Plus' data shows that 80%+ of all pupils accessing the program have a critical reading (inference and comparison) skill level of 65%+

**P2b: Impact of actions 2018/2019**

1. All systems for teaching, planning and assessing of English embedded, including progression documents and provision for greater depth. All staff clear on procedures and expectations of teaching English. Monitoring shows that all staff are following procedure. Evidence of further support for teachers where required and monitoring shows impact upon teaching over time. Regular monitoring from English Leaders shows impact of actions and support.
2. All teachers consistently show effective use of formative assessment through cold and hot writes to plan teaching based upon the needs of the children. Green pen is used effectively in all classes to support self-assessment and evidence from monitoring shows that this is having a long-term impact upon attainment/ progress. PIRA tests completed three times throughout the year and show 97% of all pupils have increased reading age with 23% significantly so.
3. Monitoring of lessons and work scrutiny shows that differentiation is clear in all year groups and staff are skilled at altering lessons/series of lessons based upon daily formative assessments. Evidence of immediate interventions/feedback in lessons having an impact upon learning. Marking shows that it has an impact upon progress and evidence shows that issues acknowledged are addressed in future work or interventions.
4. Extensive moderation throughout the year both internally and externally where judgements have been agreed. External partners have moderated staff judgements throughout the year and state that these are accurate, as well as staff having a very good understanding of individual pupils and what they need to do to improve further.
5. Reading evident in all English lessons over time linked to learning. CPD on guided reading and lessons observed in spring 2019 were effective. Comparable or increased scores in reading and writing in Y2 & Y6 with outliers removed (particularly Y6 reading). Reading plus shows that there has been an average gain across KS2 in text readability of 1.8 years and an average reading speed of 202 words per minute (an increase of 59 words since last academic year).

**P2c: Holding staff fully accountable for maximising teaching and learning time, by responding to pupils' needs in a more timely manner.**

	Aim/Action	Lead person & Governor Link	Timescale		Success Criteria	Comments
			17- 18	18-19		
1  M4 M5 M6 M7	Expectations on effective teaching and learning embedded.	DHT  HT  JC	Autumn 1		Internal CPD - What makes a good lesson? Discussed and agreed with all staff (including teaching across time).	<b>Whole school</b> <u>Staff meetings</u> 31/10/18 Thrive approach Lunchtime staff training – first Monday of every month (45 minutes); behaviour management & supporting pupils at lunchtime. 14/11/18 Safeguarding training 12/12/18 Friends resilience training
			Autumn 2	Autumn 1	Establish a series of non-negotiables standards for teachers to ensure happen every lesson, including effective learning objectives, productivity, active learning, etc.	
			Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1	SLT/subject leadership monitoring shows all teachers are using non-negotiables and improvement points from previous actions are being addressed successfully. All lessons have a focus on learning meeting individual needs and maximise teaching and learning time.	

			Summer 2			7/1/19 Effective maths planning 28/2/19 Iris connect project 3/4/19 Dyslexia training/SEN support planning
			Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 2	SLT and subject leaders provide tailored support and challenge for staff on an individual basis, linked to monitoring, CPD and appraisal. Action points are reviewed regularly and progress noted.	<u>Monitoring</u> Wb 12/9/18 & 19/9/18 Appraisal review and target setting. Lesson observations – English & Maths (whole school) EYFS/KS1 – w/b 3/10/18 KS2 – wb 26/9/18
			Autumn 2	Autumn 1	Introduce a set of non-negotiables for teaching, learning and assessment, including marking.	<u>Individual support</u> 11/9/18 Developing number knowledge – ES 17/9/18 NQT Briefings (NT) – ES BR 27/9/18 NQT CP training (NT) – ES BR 9/10/18 EAL new arrivals (NT) – CF 15/10/18 NQT behaviour management (NT) – ES BR
			Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Non-negotiables are monitored by SMT/English leads on a regular basis..	7/11/18 Leading an Outstanding EYFS (NT) AW
			Spring 1 Spring 2 Summer 1 Summer 2		85%+ of reading and writing teaching is good or better over time.	7/11/18 Early Years Leaders meeting (NT) AW
				Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	100%+ of reading and writing teaching is good or better over time.	21/11/18 Learning about ADHD – SJ
2	M11 Teaching assistants have a sharp focus during contact time on pupil progress.	HT SLT JC	Autumn 1 Spring 1 Summer 1	Autumn 1 Spring 1 Summer 1	TA timetables reviewed by year group teachers to ensure that vast majority of time is spent supporting learning with groups/individual pupils.	9/11/18 Team Teach training AW JB
Autumn 2 Spring 2 Summer 2			Autumn 2 Spring 2 Summer 2	Monitoring shows that teaching assistants are clear about what is expected of the pupils they are supporting in the lesson and feedback to teachers.	8/10/18 & 6/11/18 Thrive Training – RK LD	
Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2			Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	TAs complete short immediate interventions regularly (where appropriate and in consultation with the class teacher). Impact notes on recording form. All immediate intervention logged in pupils' books.	English planning sessions with AS (TfC): 12/10/18 Year 1 & Year 3 18/10/18. Year 6. 1/11/18 Year 5 6/11/18. Year 4 & Year 2	
Autumn 2 Spring 2 Summer 2			Autumn 2 Spring 2 Summer 2	Intervention files show TAs complete at least one planned intervention each half-term linked to outcomes from previous pupil progress meeting. Monitor impact of intervention each session, record and feedback to teachers.	Spring term 10 x 2 hours sessions for facilitators of Friends Resilience programme (GW AF SN AW JA LD RD JB SMM SJ)	
Autumn 2 Spring 2 Summer 2			Autumn 2 Spring 2 Summer 2	CPD for all TAs both internal and external (where appropriate) based upon individual needs from appraisal and areas of development for monitoring.	12/2/19 Supporting challenging learners AF	
Spring 2				All Teaching Assistants trained on delivery of 'BRP' principles – reading intervention.	6/6/19 CP briefing GW	
Spring 2 Summer 2			Autumn 2 Spring 2 Summer 2	Monitoring of logs and intervention sessions show that BRP interventions delivered are having an impact upon progress across school and the principles used when listening to all children read.	14/6/19 DSL training MD AW	
Autumn 2 Spring 2 Summer 2			Autumn 2 Spring 2 Summer 2	Monitoring shows that EYFS TAs can confidently plan, teach and assess for the needs of key groups with the support of the class teacher. EYFS TAs can talk accurately about the progress and attainment of key group.	17/6/19 ePEPs training AF	
						3/5/19 Healthy Minds Conference AF
3	M4 M5 M6 M7 A whole school ethos on behaviours and attitude for learning, including development of independence and aspects of growth mind set.	DHT JC	Autumn 2	Autumn 1	New 'attitudes to learning' grading system introduced to staff, pupils and parents/carers. Posters of system displayed in classes and referred to showing rewards and sanctions. Individual attitudes logged in home school diaries each week.	<u>Other</u> 1/4/19 Autism awareness week
Autumn 2 Spring 2 Summer 2			Autumn 2 Spring 2 Summer 2	Monitoring of home school diaries show staff are logging 'attitudes to learning' and sharing attitudes with parents/carers.	25/2/19 NSPCC assembly & workshops	
Autumn 2 Spring 2 Summer 2			Autumn 2 Spring 2 Summer 2	Weekly whole school assemblies focus on appropriate 'behaviours for learning' to promote independence.	February six session Reception & parents Tint Tweeties workshops	
Autumn 2				Staff establish superhero characters to represent various 'behaviours for learning' – teamwork, resourcefulness, resilience, responsibility, risk-taking and reflectiveness.		

			Autumn 2		Pupils design characters. Posters and stickers created to promote range of independent learning. Posters displayed and stickers actively used.
			Autumn 2		Behaviours for learning shared with parents/carers and pupils.
			Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	SLT/subject leader monitoring shows that behaviours for learning are discussed regularly in all lessons to promote independence. Pupils' independence skills are growing and this is evident in lessons.
4	*Develop the Thrive approach within school to ensure the most vulnerable pupils are able to appropriately access learning.	HT/DHT  Nurture Team  JC	Spring 1		*Appoint Nurture/Thrive teacher. Create a nurture team from existing staff and develop nurture space, as well as appropriate areas around school.
			Summer 1 Summer 2	Autumn 1	*Key staff fully training in the Thrive approach and begin to embed principles into nurture groups gaining accreditation.
				Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	*Fully embed principle of Thrive approach throughout school which enables staff to identify why a child is displaying specific behaviour and provide focused interventions to support re-engagement. Evidence of effective practice supporting specific pupils to achieve.
				Autumn 2 Spring 2 Summer 2	*All staff trained on Thrive approach/nurture through specific staff meetings and briefings, including lunchtime staff.
				Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	*Thrive/Nurture lead teacher works closely with pastoral team, including Inclusion Manager and CP Deputies to ensure most vulnerable pupils are supported appropriately.
				Autumn 1	*Continue to employ school counsellor two days a week to support the most vulnerable families.
				Autumn 1	*Review and implementation of new positive behaviour policy based on the Thrive/ Nurture approach led by nurture teacher and SLT.
5  M8 M9 M10	Staff able to successfully self-evaluate and peer assess effectiveness of lessons sharing good practice.	DHT  JC	Autumn 2 Spring 2 Summer 2	Spring 2 Summer 2	All staff use Iris connect to record and analyse learning taking place in lessons. Share findings with colleague triad and identify strengths and areas to improve. Focus on a different subject/aspect of learning each term.
				Summer 2	All teachers observe a colleague from cluster school and are observed by a colleague teaching English. Discuss learning with colleague and how this can inform their own teaching.
			Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	All teachers share thoughts from observed lessons with SLT/subject leaders where appropriate. Feedback discussions are collaborative process to identify strengths and 'better ifs'. Feedback used to establish appropriate CPD where possible and links to appraisal targets as evidence.
6  M3 M4 M5 M6 M7 M8 M9 M10	Develop and embed effective practice during child initiated learning in EYFS.	AHT  MB	Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2		Staff take part with Early Excellence project in North Tyneside (based on the 100 review) working with other practitioners over the course of the year accessing high quality CPD. The project is based upon learning environments to enable effective reading and writing with a focus on disadvantaged pupils. Evidence shows an impact upon progress and attainment on all pupils, particularly those who are disadvantaged.
				Autumn 2 Spring 2 Summer 2	Principles from Early Excellence project is embedded in practice and continues to have impact upon progress and attainment for all pupils, including disadvantaged.
			Autumn 2	Autumn 1 Spring 1 Summer 1	Revise planning in EYFS so that it is objective led rather than activity led, allowing the curriculum to be delivered in child initiated learning time. *Embed current practice and extend to other areas of learning.
			Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Monitoring shows that a range of evidence is being gathered through child initiated learning to show how all pupils are meeting their relevant age and stage of development in reading and writing.
			Autumn 2 Spring 1 Spring 2 Summer 1	Autumn 1 Autumn 2 Spring 1 Spring 2	Monitoring shows that relevant opportunities for child initiated learning in reading and writing are being accessed by pupils both inside and outside.

			Summer 2	Summer 1 Summer 2	
			Autumn 2		Introduce the 'Seesaw' app as a method of recording child initiated learning. Observations shared with parents.
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Evidence of pupils and staff using 'Seesaw' to record and comment on learning.
			Spring 1 Spring 2 Summer 1 Summer 2	Autumn 2 Spring 2 Summer 2	Monitoring of books and electronic observations show next steps are acted upon immediately or within short timescale. Evidence shows that next steps are having an impact upon future work in 90%+ of samples.
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Basic skills next steps displayed in classes for all practitioners to observe and support children to achieve. Evidence that these next steps are being addressed and achieved.
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Staff trained appropriately to support delivery of child initiated learning (internal and external where appropriate) linked to monitoring evidence and appraisal targets.

**P2c: Impact of actions 2018/2019**

- Monitoring shows that non-negotiables in teaching are followed and where there are variations these are addressed with individuals and support provided by SMT. Expectations for teaching, learning and assessment of English and Maths clear and embedded. 100% of teaching across time is at least good.
- System for interventions in place and all TAs extensively log work completed. Most planned interventions show improvement from entry to exit level and where it does not further actions take place. Monitoring shows all TAs can deliver effective activities which develop learning for groups/individuals. EYFS TAs supported by teachers can effectively lead key groups and plan/assess against areas of learning – acknowledge by external partners via moderation.
- Attitudes to learning grades in place those less than good managed and monitored effectively by senior member of staff. Specific examples of improvement in behaviour as a result of behaviour intervention. Introduction of behaviour for learning characters which are linked to assemblies and everyday language. Parents aware of initiatives through newsletters and home school books.
- Iris Connect used to share good practice in guided reading, reading and effective behaviour management. Evidence from monitoring shows specific improvements as a result. Sharing good practice is a regular feature in staff training and an ethos of effective moderation internally is being developed. Open dialogue between teachers and SMT regarding monitoring and links to appraisal reviews/subject leader monitoring.
- Early Excellence project embedded developing objective led teaching during child-initiated learning and the development of guided reading. Staff presented at NT EYFS Conference about the change in practice and impact on learning. As a direct result of work there was an increase in those achieving expected in reading with outliers removed (+4%), however 44% made above expected progress. As documented the specific needs of the cohort affects the data (see EYFS analysis).  
Effective observations and assessments were acknowledged through external moderation and feedback was extremely positive with all judgements agreed. Electronic observations were used as evidence and effectively shared the learning journey of each individual child. The vast majority of pupils (93%) made at least expected progress (with the outliers removed) and 37% have made better than expected progress across reading, writing and number.

**P2d: Providing the most able, including the most able disadvantaged and the most able pupils who have special educational needs and/or disabilities, with sufficient challenge in reading, writing and mathematics.**

	Aim/Action	Lead person & Governor Link	Timescale		Success Criteria	Comments
			17- 18	18-19		
1  M12 M13 M14	Improve the level of challenge for most able pupils to that they make consistently good progress from their individual starting points.	SLT  English & Maths leads  RW/JC	Autumn 2	Autumn 1	All staff are fully aware of year group expectations in core subjects as well as progression from previous and to next year group.	<b>Whole school</b> Staff meetings 21/11/18 Maths basic skills/Hi5 30/1/19 Teaching times tables  <u>Monitoring</u> Lesson observations – English & Maths (whole school) EYFS/KS1 – w/b 3/10/18 KS2 – wb 26/9/18 29/11/18 Great North Maths Hub support – book look and pupil voice (AF) 5/11/18 Maths Governor KS2 learning walk
				Autumn 1	*Introduction of planning and progression document stating objectives to be taught across writing in all year groups, including objective required for greater depth/above ARE.	
			Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Monitoring shows that pre-assessments in Maths and 'cold' writes are used effectively to tailor learning within units of work for HAP. Where actions arise from feedback they are addressed and this is evident in books. * Specific evidence of greater depth taught and assessed in all year groups.	
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Pre/post assessments show that coverage for HAP is clear.	

			<p>Spring 1 Spring 2 Summer 1 Summer 2</p> <p>Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p>	Monitoring shows that challenges are consistently set for HAP to extend learning objectives further or deepen understanding (where appropriate).	<p>25/3/19 GNMH Learning walk LT AF</p> <p><u>Subject leaders support</u> 3/10/18, 10/12/18 &amp; 23/1/19 Maths Leader training (TfC) – AF 20/9/18 Literacy leader training (NT) EP 10/10/18 English Leader training (TfC) EP 9/11/18, 30/1/19 &amp; 3/4/19 Readiness for mastery AF CS 19/6/19 Maths network meeting VM</p> <p><u>Individual support</u> 14/11/18 Y5 Maths planning (TfC) VB English planning sessions with AS (TfC): 12/10/18 Year 1 &amp; Year 3 18/10/18. Year 6. 1/11/18 Year 5 6/11/18. Year 4 &amp; Year 2 Maths planning sessions with VB (TfC) 14/11/18 &amp; 22/11/18 Year 5 28/1/19 Maths Escape room (TfC) 28/11/18 &amp; 28/2/19 Great North Maths Hub training SMM 22/1/19 Shanghai Showcase – Great North Maths Hub SMM AF CS 28/3/19 Bar modelling RD BR 4/4/19 Dyscalculia SJ VM 20/5/19 Planning support Y1 maths (TfC) 12/6/19 Model maths lesson Y1 (TfC) 25/4/19 Bar modelling BR RD 5/6/19 Great north maths hub conference AF VM JM 20/6/19 Maths hub training SMM 21/5/19 SCOPE IT for SEN workshop SJ PA</p> <p><u>Other</u> 14/11/18 Y6 G&amp;T PP Explore learning competition</p> <p><b>NOTE: Other actions noted in previous strands for English</b></p>
			<p>Spring 1 Spring 2</p>	Monitoring shows that 85% of HAP are being challenged in lessons across time due to the quality of feedback and marking. Marking and feedback has an immediate impact upon learning and future learning.	
			<p>Summer 1 Summer 2</p> <p>Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p>	Monitoring shows that 100% of HAP are being challenged in lessons across time due to the quality of feedback and marking. Marking and feedback has an immediate impact upon learning and future learning.	
			<p>Autumn 2 Spring 2 Summer 2</p> <p>Autumn 2 Spring 2 Summer 2</p>	80%+ of HAP are making at least expected progress in reading, writing and Maths.	
			<p>Autumn 2 Spring 2 Summer 2</p> <p>Autumn 2 Spring 2 Summer 2</p>	100% of HAP are meeting age related expectations in reading, writing and Maths and 25%+ are above age-related expectations.	
			<p>Summer 2</p>	Increase the number of pupils achieving above ARE in all year group, specifically at the end of KS1 and KS2 in all subjects.	
2	Further improve the accuracy of marking and feedback so that opportunities are provided for pupils to make better than expected progress.	SLT English & Maths leads RW/JC	<p>Autumn 2</p> <p>Spring 1</p> <p>Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p> <p>Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p> <p>Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p> <p>Autumn 2 Spring 2 Summer 2</p> <p>Autumn 2 Spring 2 Summer 2</p>	<p>Revise and simplify the school marking policy to ensure that feedback is relevant and shows impact upon work.</p> <p>Staff training on marking policy and effective feedback.</p> <p>Monitoring shows that marking and feedback is consistently applied throughout school offering appropriate challenge for all pupils, particularly the HAP. Evidence of impact of marking/feedback in future work for HAP.</p> <p>All staff have a clear focus on setting appropriate challenge in feedback related to the learning objective or basic skills.</p> <p>All pupils are using green pens to improve work based upon feedback. Improvements for HAP focus on extending knowledge and application of skills.</p>	
3	A range of appropriate differentiation is clear in lessons and evidenced in books.	SLT English & Maths leads RW/JC	<p>Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p> <p>Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p> <p>Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p> <p>Autumn 2 Spring 2 Summer 2</p> <p>Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p>	<p>Monitoring shows that learning objectives are relevant and meet the needs of all pupils' needs (if necessary adapted for HAP).</p> <p>Differentiation evident in planning and books providing appropriate challenge for HAP.</p> <p>Evidence of high expectations for all HAP, particularly using high quality vocabulary and sentence structure in writing, high level questioning in reading and reasoning in Maths.</p> <p>Consistent use of challenges set in planning and books to appropriately extend HAP during the lessons.</p>	
4	Monitoring and pupil progress meetings have	SLT	<p>Autumn 2</p> <p>Autumn 1</p>	All staff know high ability pupils, including those who are SEN and disadvantaged pupils.	

M12 M13 M14	<b>sharp focus on HAP/SEN/ disadvantaged.</b>	<b>English &amp; Maths leads</b>  <b>RW/JC</b>	Summer 2	Summer 2	Planned interventions throughout the year focus on disadvantaged HAP not making good progress. Impact upon progress and attainment of HAP disadvantaged is good. All monitoring forms recognise individual HAP (including disadvantaged and SEN) and specific comments upon their learning acknowledged. Feedback is actioned and checked at next monitoring.	
			Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2		
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2		Visual monitoring grid of disadvantaged pupils who are underachieving in place and reference to in pupil progress meetings, data analysis and monitoring.
			Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2		Pupil progress meetings support and challenge teachers to ensure HAP are achieving. Progress is monitored at next data capture.
5  M12 M13 M14	<b>Opportunities provided for most able pupils to extend learning, including activities outside of the school environment.</b>	<b>SMT</b>  <b>RW/JC</b>	Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Identify opportunities for HAP to access competitions/challenges outside of the school environment, e.g. STEM workshops, Maths challenges, writing competitions, etc.	
			Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Opportunities for HAP to develop leadership skills in organising in-school activities/competitions, e.g. reading buddies, maths/English tutors for younger pupils, etc.	
				Autumn 1 Spring 1 Summer 1	*Reception to further support parents to help their child achieve at early stages of learning through home learning packs, effective homework (including vocabulary development), workshops, stay and play sessions and leaflets.	

**P2d: Impact of actions 2018/2019**

1. Monitoring shows evidence of differentiation across school to extend learning for all HAP and high expectations about content. Evidence of pre/post assessments being altered to support accelerated learning for HAP. 100% of HAP achieving ARE, also 90% are above ARE in reading, 93% above ARE in writing and 86% above ARE in Maths. Exceeding in EYFS areas of learning increased across all areas of learning. Increases in greater depths across all subjects at KS1 & KS2, significantly so at KS2. In the KS2 test, 100% of HAP achieved greater depth, 67% in maths, 58% in writing and 67% in reading.
2. Monitoring shows that generally HAPs are challenged through marking and expectations of self-assessment and improvement points are high. Evidence that improvements have an impact upon future work. Monitoring always involves HAPs.
3. As 1. Evidence from monitoring shows that challenges are set regularly not just for HAPs but also those pupils who are achieving in lessons. Impact is seen in results above.
4. 100% of HAP PP pupils are achieving expected. 90% of HAP PP pupils are above ARE in reading, 86% of HAP PP pupils are above ARE in maths and 93% of HAP PP pupils are above ARE in writing. HAP PP & SEN are focus of monitoring and recognised in pupil progress meetings.
5. Opportunities throughout the year for HAP pupils to attend Maths and STEM activities and take part in competitions.