

PUPIL PREMIUM REVIEW

School: Usworth Colliery Primary

Head teacher Name:	Gary Wright	Signature:	
Pupil Premium Lead	Victoria Moore	Signature:	
Chair of Governors' name:	Alison Logan	Signature:	
Reviewer Names:	Gill Kemp School Improvement Officer Primary North Tyneside Council Nikki Robinson Hazlewood Primary School, North Tyneside	Signature: Signature:	Gill Kemp.
Date of Pupil Premium Review:	Monday 27 th November 2017		
Date of QA meeting:	Monday 11 th December 2017		
Date of meeting to agree Action Plan:	Thursday 21 st December 2017 9.30am Gary Wright, Victoria Moore and Gill Kemp		
Date of meeting to review Action Plan:	Wednesday 28 th March 2018 9.15am Gary Wright, Victoria Moore and Gill Kemp		

Pupil Premium Profile

Number of eligible pupils:	142 (104 FSM pupils, E6 135) out of 410 on roll
Total pupil premium budget:	£183,160

Background

Usworth Colliery Primary School is a larger than average-sized primary school. The proportion of pupils supported by the Pupil Premium is above average. There is a separate Nursery school which shares the site.

The school is situated in an area of social disadvantage and 35% of pupils live in the bottom 10% of the most deprived areas nationally. 74% live in the bottom 20%. The school is in quintile 1 for the percentage of pupils who are eligible for disadvantaged pupils, for pupils who have an SEN statement (or EHC plan) and for school deprivation indicators. The school states that the majority of pupils are from a household where no one has higher education and many parents have low levels of literacy and numeracy.

Using the school's baseline, around half of the pupils enter Reception with skills and abilities that are below that which is typically expected for their age.

The school was judged to require improvement at the Ofsted Inspection in 20th – 21st September 2017. An external review of the school's use of Pupil Premium funding was recommended to assess how this aspect of leadership and management may be improved.

The Pupil Premium Review began with e-mail exchanges between the Head teacher and Gill Kemp to agree documentation that would be needed and to plan the timetable of the day. The SDP Maddy Kennedy also met with Gill Kemp to discuss data. Prior to the visit, a phone conversation took place between the Head teacher and Gill Kemp to discuss key areas that were emerging following the preparation session and to make final arrangements. Nikki Robinson agreed to join the PP Review during that week, to ensure that there was an in-depth process during the visit and information was shared, as agreed with the school.

The school was extremely well-prepared for the review, including every child in school having a name sticker and reviewers having class lists of disadvantaged children, so that conversations with them could be had discretely. Documentation was well-prepared and books were labelled and organised. The timetable for the Pupil Premium Review visit day included meetings with the Head teacher, the Pupil Premium Lead, the SENCO, maths and literacy subject leaders and the Chair of Governors. In addition, each classroom was visited and a selection of Pupil Premium children's books was discussed. Pupil Premium children, randomly chosen in classrooms, were asked about their learning and there was a further in-depth discussion as part of a Pupil Voice. Children in year 2 and year 5 discussed their reading. The Boosting Reading @ Primary intervention was observed. The school provided a wide variety of information as requested, which was scrutinised during the visit. The documentation is listed in the appendix.

During the inspection, the school did not meet requirements on the publication of information about the pupil premium funding on its website. This has now been addressed. The document was written with subject leaders' input, as well as the Pupil Premium lead and the Head teacher.

Summary

Key Statements from Ofsted

To improve further, the report specifically mentioned the following areas for disadvantaged pupils:

- Improve the effectiveness of leadership and management by further reducing differences for disadvantaged pupils, across key stages, within reading and writing. Differences have reduced in maths, but reading and writing is too variable.
- Supporting and challenging all subject leaders to evaluate and report precisely upon the progress of all groups of pupils within their responsibility
- Providing the most able, including the most able disadvantaged with sufficient challenge in reading, writing and maths.
- Secure better consistency in the quality of teaching and learning across key stages, including the early years, by 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 maths.
- Governors need to have a sharper focus on early years Pupil Premium and ensure that the website is brought swiftly in line with requirements
- Key stage 2 disadvantaged pupils in 2016 were not significantly behind in any subject. Progress and achievement information makes it clear that the leaders' use of pupil premium funding to diminish differences varies in terms of its effectiveness.

1. OUTCOMES

Data Analysis for pupils eligible for Pupil Premium indicates that:

School data for Y1,3,4 and 5

From the school's data, the progress of Pupil Premium children since the last key stage was judged to be as follows:

- In writing, the current year 5 and 6 were well below non-disadvantaged peers at the end of the summer term 2016. 34% of the current year 6 pupils were judged by the school, as being well below expected in writing
- The current year 4 cohort was just below their non-disadvantaged peers in writing and reading at the end of the summer term.
- In maths, the current year 5 pupils were just below their non-disadvantaged peers at the end of the summer term 2016.

However, all Pupil Premium children were judged by the school to have made progress in all areas in-line or above non-disadvantaged pupils across the last year, from their starting points.

- In-year progress data for autumn 1 indicates that all pupils are within the school's parameters for making expected progress in all subjects.
- However, in year 1 63.6% of pupils were making expected or better progress in writing, which is much weaker than reading or maths.
- Progress in Year 3 in all subjects is a cause for concern from the school's data on the proportion of pupils making expected or better progress in autumn 1.
- The current Y5 cohort records 53.2% of pupils as below expected in writing.

End of Key Stage 2:

- The Y6 results for all non-disadvantaged pupils in all measures were higher than the previous year, however, for Pupil Premium children, results were lower in reading, writing and the combined measure. By contrast, in maths the gap between disadvantaged pupils in school and non-disadvantaged pupils nationally had closed. The gap in GPS (Grammar, punctuation and spelling had been decreased and was 5% above similar pupils nationally).
- There were 24 Pupil Premium children in year 6. 18 did not achieve the combined standard in all subjects, due to a variety of reasons, which the school had documented. One pupil was in the ASD Resourced Provision and 2 had medical issues over time which affected performance. 10 pupils had had or were having support from outside agencies, including social care, of those 5 had significant support. 1 pupil arrived part way through year 6. 8 pupils did not get the combined score by not achieving the expected standard in 1 subject; 5 did not achieve reading and 3 writing. 1 child was 1 mark below the pass threshold.
- 25% of disadvantaged children in school achieved the expected standard in reading, writing and maths combined, compared to 47% of disadvantaged emerging nationally. 73% of non-disadvantaged pupils in school attained the expected standard in all subjects, where the national measure is 67% overall.
- In reading 42% of disadvantaged children in school achieved the expected standard or above, compared to an emerging 59% of disadvantaged pupils nationally. In school non-disadvantaged pupils achieved in line with the national measure of 77%. According to FFT data, FSM pupils have been lower performing in reading progress.
- In writing 54% of disadvantaged children in school achieved the expected standard or above, where 66% of disadvantaged pupils nationally achieved the expected standard. Non-disadvantaged pupils in school achieved 6% above the national measure, of 81%.
- In maths 79% of disadvantaged children in school achieved the expected standard or above, which was well above the national disadvantaged of 63%. However, 90% of non-disadvantaged pupils achieved the expected standard where the national measure was 80%). According to FFT data, FSM pupils have been higher performing in maths.
- In grammar, punctuation and spelling (GPS), 71% of disadvantaged pupils in school achieved the expected standard or above, which was above 66% of disadvantaged pupils nationally. 87% of non-disadvantaged pupils achieved the expected standard, above the national measure of 81%. According to FFT data FSM pupils have been higher performing in GPS progress.
- The gap between the average scaled score for disadvantaged pupils' attainment in reading and maths compared to other pupils in school has widened over 2 years.
- The average scaled score for progress of disadvantaged pupils' progress in reading and maths compared to other pupils in schools has widened over 2 years.
- The current year 6 has a high proportion of pupils who are disadvantaged (35%) and SEN (24%).
- Data on trends over time for 2017, showed that the progress of Y6 disadvantaged pupils was broadly in line with -1.3 in reading, in the bottom 40% in writing at -2.10 and had risen to be in the top 20% in maths at 3.2.
- Disadvantaged pupils' spelling average mark was 9 out of 20, 2 marks below all pupils, where the national average was 12.

- Science attainment for Y6 disadvantaged pupils was 58%, whereas 76% of all school pupils achieved the expected standard and 82% was the national measure.

End of Key Stage 1:

- Gaps did not diminish in writing and maths, but some progress was made in Reading, following increased phonics results and Science results were positive.
- There were 14 Pupil Premium children in year 2; ten did not achieve the expected standard in at least 1 subject. 1 child was part of the ASD Resourced Provision. One child accessed behaviour nurture support every afternoon. 7 pupils were having or had recently had support from outside agencies, 4 with significant support.
- 61% of disadvantaged pupils were at the expected standard or above in Reading, which was higher than the previous year, and was broadly in line with national disadvantaged pupils. 74% of non-disadvantaged pupils in school achieved the standard or above, which was lower than the previous year (the national measure was 78%).
- 44% of disadvantaged pupils were at the expected standard or above in Writing, which had not improved on the previous year compared to 54% of disadvantaged pupils nationally. 71% of non-disadvantaged pupils in school achieved the standard or above, which was in line with the national measure.
- 55% of disadvantaged pupils were at the expected standard or above in maths, which was lower than the previous year, compared to 62% of disadvantaged pupils nationally. 79% of non-disadvantaged pupils in school achieved the standard or above, which was in line with the national measure.
- In Science, 79% of disadvantaged pupils achieved the expected standard, which is above similar pupils nationally at 71% and closing on non-disadvantaged pupils nationally at 85%.

Key Stage 1 (phonics):

- 76% of Y1 disadvantaged pupils passed the phonics screening check, which was an increase on the previous year and well above national disadvantaged pupils at 68%.
- 79% of Y1 non-disadvantaged pupils attained the check, which was less than the previous year (the national measure was 84%).

Early Years Foundation Stage:

- 47% of disadvantaged pupils achieved a good level of development (GLD) by the end of early years, which was less than the previous year.
- 76% of non-disadvantaged pupils achieved GLD, which was an increase on the previous year.

Attendance Autumn 2

PP 96.21%

Non-PP 97.01%

Outcomes for Pupils Recommendations:

Key Stage 2

1. Improve moderation of writing across school to ensure accuracy of judgments
2. Focus on improving the teaching of reading and writing so that progress and attainment rises to be in-line with national.
3. Continue to use gap analysis of assessments in maths, which has shown impact in improving maths results, and ensure that a similar process is developed and embedded with reading to improve teaching and learning.
4. Ensure that teachers are familiar with the teacher assessment frameworks for 2018 and are planning teaching and learning more effectively
5. Ensure that current year 3 disadvantaged pupils who did not achieve the expected standard in reading, writing and maths have focused interventions to catch up more rapidly.
6. Ensure that those pupils across KS2, who did not achieve the phonics screening check by the end of year 2, have appropriate phonics interventions to close the gaps.
7. Science attainment for disadvantaged pupils should be a focus in order to close gaps.
8. Review the teaching of spelling.

Key Stage 1:

1. Improve attainment and progress for disadvantaged pupils in writing for the current year 2
2. Improve attainment and progress for disadvantaged pupils in reading and maths for the current year 2
3. Ensure that the 53% of pupils in the current Y1 who did not achieve GLD (good level of development) by the end of Reception have differentiated provision from their starting points, in order to close gaps more rapidly so that they can access the primary curriculum.

Phonics

Embed the new phonics tracking system being led by the key stage 1 leader and ensure that phonics outcomes for Pupil Premium children continue to increase.

EYFS

Improving progress and outcomes in key areas for Pupil Premium children in early years, identified through data analysis, including communication and language, Literacy and maths.

2. Leadership and Management

The Head teacher has already taken steps to increase the forensic analysis of data for Pupil Premium children across school through using a visual Venn diagram display, so that teachers and leaders are more relentlessly focussed on the progress and attainment of specific pupils in reading, writing and maths.

Leaders have already begun to raise the profile of reading in school, which has enthused and engaged pupils, including Pupil Premium children, who proudly showed their new home/school reading logs. Almost every classroom now has an attractive and more appropriately resourced reading area to engage pupils in reading more independently. There are thoughtful displays of work based around texts and inspirational quotes from a rich and varied literary heritage in corridors across school, which celebrate reading. In addition, a significant proportion of the school library resources have been carefully re-allocated into classrooms. Children who are using the reading scheme, now also take home an additional book, to encourage reading for pleasure.

The SENCO is now the Inclusion manager, in order to develop a more strategic overview. Intervention logs for TAs have recently been introduced to ensure quality assurance of interventions and impact on outcomes. For example, ensuring that research-based interventions in reading take place for Pupil Premium children who did not get the expected standard in year 2 or pass the phonics check. Project X is reported to be starting soon. Alpha to Omega dyslexia phonics intervention is having an impact for targeted pupils and Lexia is also used.

Leaders have regular meetings to discuss nurture and safeguarding, but on reflection, considered that they may on occasion need to use more time to drive forwards improving outcomes in key areas of reading and writing, especially for Pupil Premium children.

During the Pupil Premium Review visit, there was a meeting between the reviewers and the Chair of Governors. She described the robust financial and educational skills of the governing body, such as a retired accounts manager and a school business manager, which enabled them to clearly understand the importance of the Pupil Premium funding and holding the school to account for the impact.

The Chairperson was clearly knowledgeable about the current Pupil Premium Strategy document and the specific needs of the Y6 cohort in 2017. She articulated the barriers to learning in detail and had an accurate understanding of the context of Pupil Premium children in the school and particular cohort differences. She was able to give examples of governing body actions to support the school in the Pupil Premium Strategy, such as challenging poor attendance for 9 key families, who were referred to the LA. She gave examples of 2 families in particular where, as a result of the Family Liaison Officer's actions, attendance has improved.

Governors were reported as able to recognise the impact of funding another teacher was having on improving outcomes for some groups, but that there was more to be done for Pupil Premium groups across school. She said that progress and attainment of Pupil Premium children were discussed at every Standards committee meeting. The governor knew what the early years Pupil Premium money was being spent on in detail, in addition to the difficulties of early years children becoming eligible.

The Chair recognised the importance of the nurture in enabling some disadvantaged pupils to be ready to learn and the possibility for developing this area of school for more pupils and families to access was discussed.

School leaders have ensured that planning for the Pupil Premium Strategy has become more focused on specific barriers to learning recently and is linked to the school action plan. For example, the new family liaison officer was appointed; there is a focus on interventions for disadvantaged children and staffing to enable immediate intervention to diminish differences. This should be further reviewed to ensure that the needs of this particular cohort across school are being met.

The Pupil Premium Lead was well-organised and the monitoring of interventions by teaching assistants is being effective to ensure impact. Teaching assistants now regularly send their interventions files with records of which child they have worked with and the impact.

Performance management of teaching assistants is currently being managed by the Head teacher for quality assurance, but school leaders should consider effective delegation of this moving forward. Teachers plan interventions and teaching refers back to them, for example, it could be going over work that has not been understood.

Pupil Progress meetings are documented: teachers are required know their children well and to plan interventions. However, there has not always been sufficient emphasis on measurable milestones and impact on improving outcomes. A provision map for Pupil premium children and SEN pupils has been made, but the impact of interventions is not always clear enough.

Whilst the school has teaching assistants who are trained in best practice researched-based interventions, such as 1st Class @number, Talk4Number and Success@Arithmetic; calculation, these are not currently running, despite data indicating a need at appropriate year groups, for those below expectations. School leaders need to review the expertise of teaching assistants and teachers currently in school in delivering these interventions and robustly monitor impact regularly. This was not been rigorous enough last year.

The SENCO knew that the school has a Sandwell maths test that would enable forensic testing of gaps in maths, but this was not known by the Pupil Premium Lead or the Maths Lead. Using the diagnostic test would enable teachers to identify gaps, in addition to entry and exit points of interventions to show progress.

The Literacy Leaders are new to the role and would benefit from further coaching to increase their impact on improving outcomes for disadvantaged pupils, as middle leaders and their roles clarified. The whole school had been tested using the New Salford Comprehension screening test following the Ofsted visit, but this information should be used in a more targeted way to inform teaching and learning. A re-

test should be planned later in the year to show progress for all pupils, in addition to being used as an indicator of gaps in reading for targeted pupils.

It was thought by the SENCO that 1st Class@ number had happened last year, as 2 TAs trained in it, but one was on maternity leave. This term this intervention will be starting as soon as possible in Y3 for 4 children, including 2 PP children.

Leadership and Management Recommendations:

1. Governors to explore ways to fund further nurture / learning mentors to work with Pupil Premium children and their families on a more regular basis and to enable long term changes.
2. Governors to further enhance their understanding of all types of Pupil Premium by discussing Pupil Premium + with the Head teacher.
3. Ensuring that progress and outcomes for Pupil Premium children are discussed in depth at every Governing Body meeting, using the PP Review action plan to support the process.
4. Continue to develop more forensic analysis of data for Pupil Premium children in order to ensure more rapid diminishing of differences for each PP cohort.
5. Improve the Pupil Premium Strategy, ensuring that milestones are specific and measurable. Review Success Criteria in the document where milestones state 5% or 20%. This should be considered against each cohort to ensure realistic and aspirational targets are in place. The progress and attainment of more able disadvantaged children should be considered in-depth to ensure that they reach their potential.
6. Ensure that the monitoring and evaluation of teaching and learning of Pupil Premium children is more frequent and more robust, so that a higher proportion of these pupils reach the expected standard in reading and writing, through quality first teaching.
7. All SLT and middle leaders should be part of a regular and robust monitoring and evaluation cycle for improving disadvantaged pupils' attainment and progress.
8. Plan a programme of CPD to increase the subject knowledge of all staff in the teaching of reading and writing, in order to embed new subject knowledge and teaching and learning strategies.
9. Consider ways to move forwards with line-managing teaching assistants, regularly and robustly monitor and evaluate the impact of interventions, making sure that diagnostic testing is used effectively.
10. Continue to build on a breadth of strategies to engage the wider community in reading for pleasure.

3. Quality of Teaching, Learning and Assessment

School leaders acknowledge that the monitoring and evaluation of teaching & learning needs to be more closely monitored and class teachers held to account for improving outcomes for Pupil Premium children. This is stronger and more evident in maths, where books reflect the impact of pre- and post- assessments, and there is evidence of mastery and challenge. Differentiation is more explicit and robust in maths books, showing the impact of the Maths Lead. Use of manipulatives in year 2 is a strength, but this should be further developed across school, including early years.

Challenge for more able disadvantaged pupils to ensure that more achieve the greater depth standard should be planned for and appropriate intervention given to support them to achieve their potential. No disadvantaged pupils attained greater depth in writing in 2017, yet disadvantaged pupils did better on the GPS test. To improve this, teaching and learning should focus on developing rich vocabulary, reading as a writer and applying grammar in independent writing across school. Higher ability pupils in upper key stage 2 also would benefit from more chances to manipulate formality in their writing, using features such as the passive voice more regularly.

The teaching of phonics has been reviewed so that it is now streamed within year groups. Regular assessments should ensure that groupings allow for rapid progress. Phonics in early years is done before lunch, which may need reviewing as pupils may be hungry. Immediate intervention is now being done using the new phonics tracking system to identify and intervene for disadvantaged children.

Joint planning has been done with North Tyneside Literacy Adviser recently to focus the effective teaching of reading based on a quality text. The impact of this can be seen in books in key stage 2 in particular, where a range of quality texts and picture books are being used, such as Beowulf, The Promise and My Friend The Enemy. This is planned to continue. Guided Reading support is also planned for the spring term. Leaders report that Guided Reading is done three times a week in key stage 2 and four times in key stage 1. The school had Inference Training, but this was not monitored and evaluated effectively by the Literacy leader at the time, who no longer has the role. The Reading Plus app is being used to engage reluctant readers. Cracking Comprehension is currently being used, but this should not be relied on as the main way of teaching of reading. A review of the teaching of reading is being done in the spring term.

A system of cold and hot writes has been introduced to support teachers in showing progress in writing skills. Talk 4 Writing is being used, for example “Tyrannosaurus Drip” was being learned used to enhance vocabulary for younger pupils. However, in order for this approach to have full impact, more training on the innovation stage, modelling writing and applying grammar for purposeful reasons must be done. Opportunities for pupils to apply their reading and writing skills across the curriculum would help to embed them.

There was a disparity in teaching and learning between the year 1 classes during the visit, of which leaders are aware and must be addressed through coaching and mentoring, so that provision for all disadvantaged pupils is quality first.

Quality of Teaching, Learning and Assessment Recommendations:

1. Increase the capacity of school to focus on quality first teaching.
2. Identify and measure gaps in reading, writing and maths more accurately through more use of diagnostic tools and measurable milestones.
3. Moderate writing routinely and regularly within year groups, across school and with outside partners to ensure accuracy.
4. Ensure that at key transition points, any Pupil Premium child who is not at the expected standard, has further swift intervention to diminish differences.
5. Review teacher subject knowledge of statutory grammar and secure an accurate understanding of progression in writing for all staff.
6. Enrich vocabulary and ensure higher expectations of its use across school for staff and pupils.
7. Improve the provision of quality reading interventions across school.
8. Deliver CPD for all staff in understanding the assessing and teaching of reading.
9. Improve the assessing and teaching of spelling.
10. Continue to develop monitoring and evaluation of the teaching of phonics, including early years, so that fluency is quickly developed.

4. Personal Development, Behaviour and Welfare

The school has used CPOMs for the last 2 years to enable them to interrogate patterns of behaviour and underlying difficulties. 670 incidents have been logged and the school shared key anonymised information to illustrate the range of challenges for most Pupil Premium children in their homes, which can be barriers to learning.

During the visit, Pupil Premium children had a conversation about their learning in every classroom. All of the children were polite and welcoming to visitors and enjoyed talking about their learning. The children were keen to explain about their new reading logs and were enthusiastic about reading. They often reported being challenged by their work and saw that as a positive experience. This reflects the school's new initiative to promote a Growth Mindset approach across school. Music lesson are offered free to all PP children and two have taken this up.

A Pupil Voice, with a group of 10 disadvantaged pupils, showed that the most of the children had high aspirations, such as wanting to be a vet, join the army, becoming a gymnast or be a dentist. The children summed up the school as kind, loving, fun and helpful. The children valued the specialist provision in the teaching of Art. The children felt that adults helped them when they needed it and could not think of anything that they would change. All of the children had attended a range of clubs, such as cheerleading, boxing, yoga, skipping and choir.

The new family liaison officer and part-time counselor, who are funded by Pupil Premium, have already had an impact on supporting pupils to overcome barriers to learning. The family liaison officer works closely with parents on attendance and where teachers have identified children as causing concern. Children may also self-refer to him. The role also includes running parent courses, such as family learning, money management and cooking. This has enabled the school to develop closer relationships with parents and impact on improving barriers to learning at home for some pupils. Breakfast Club is free for all and it has impacted positively on improving attendance.

There is a reserved space in school for counseling sessions, but the counselor works only 2 days a week. This space could be further developed and more nurture offered each day if there were more staff in the team. A small number of pupils currently do initial work before going to classrooms to be being ready to learn. The school also uses expertise of staff from the ASD Resourced Provision as appropriate.

There are plans for the Inclusion Manager to be the new Designated Lead, which will enable the Head teacher to spend more time on driving improving teaching and learning, so that outcomes for disadvantaged pupils increase. Monthly meetings are held for the pastoral team, including all staff HLTA to discuss behaviour problems.

Personal Development, Behaviour and Welfare Recommendations:

1. Increase the capacity of school to deliver high quality nurture that reduces barriers.
2. Consider visiting schools where a nurture team is well established in a similar school and analysing how their support could be developed in school.
3. Consider employing a full time learning mentor, to release SLT to monitor and evaluate and provide further scope to engage parents.
4. Continue to rapidly develop the Growth Mindset approach so that all teachers use it consistently to engage pupils in their learning, enable them challenge themselves and to focus on teaching that provides more opportunities for diminishing differences. This could include adapted the PSCHÉ curriculum to teach the approach explicitly.
5. Review the reading texts studied so that there are opportunities to have conversations about social, emotional and mental health issues that may support some Pupil Premium children with barriers to learning.

5.Early Years Foundation Stage (EYFS)

Three children who would have got GLD left last year and 11 pupils who did not get it had exceptional circumstances, which the school has recorded. Data analysis by the early years' leader did not show any specific area of weakness.

There has been investment in the outdoor areas in early years to improve opportunities for purposeful learning. BLAST 1 was introduced last year to improve language for Pupil Premium children. Following the success of this, BLAST 2 is being introduced too. Tiny Tweeties and Jitterbugs programmes are also now targeted at Pupil Premium children and their families, to improve language and communication.

Packs of extra materials have also been created for Pupil Premium children to work on at home. Parents have been engaged by workshops on messy play, reading and phonics and there has been good attendance.

Marking and feedback is clear in learning journals and there is evidence of the child's voice. A QR code may help to evidence the class Seesaw account more easily. There was thoughtful use of Numicon and children were able to use Seesaw independently to explain "I have made 28".

Forest School activities are planned jointly by teachers and the HLTA, with at least one story outside each week.

EYFS Recommendations:

1. Continue to develop use of BLAST 1 and introduce BLAST 2 in order to develop speech and language for Pupil Premium children
2. Continue to enrich the environment to ensure that every opportunity is developed to engage pupils in exciting and purposeful talk, so that vocabulary is at the heart of learning
3. Increase the opportunities that Pupil Premium pupils are given on a daily basis to hear stories, poems and read books, so that they have more chances to embed new vocabulary and to read for pleasure.
4. Continue to engage parents in learning
5. Further opportunities to do "brave writing" in a variety of contexts would help to show progression.

Usworth Colliery Primary School Pupil Premium Review Action Plan

Where actions overlap with the Post Ofsted Plan, it is highlighted in bold and shaded. Outcomes will be recorded on that document.

Where specific cohorts are involved or for the un-shaded sections, outcomes should be recorded on this plan.

Outcomes for Pupils						
Approach	Outcomes and Success Criteria	Lead Person(s)	Agreed Actions & Milestones	Review Date	Evaluation & Impact	Cost
Increase the proportion of more able PP children who achieve at higher levels at the end of each phase.						
Increase the proportion of PP children in KS2 who attain EXS in reading and writing						
Ensure that PP children who did not get EXS in reading, writing and/or maths are a focus to increase progress in Y3.						
Increase the number of PP children who achieve the expected standard in reading, writing and maths at KS1.						
Increase accuracy of moderation and review in-school data accuracy as a result						
Ensure that a higher proportion of children,						

including PP, in key year groups identified through in-school data increase attainment and progress in writing to be in-line with ARE.						
Increase the number of PP children who achieve the phonics check in Y1 and Y2						
Ensure that maths manipulatives are used effectively across school						
Ensure that PP children who did not get GLD are a focus to increase progress in Y1.						
Increase the number of PP children who achieve GLD						
Improve teaching and learning of Science in KS2 for PP children to increase attainment						

Leadership and Management						
Approach	Outcomes and Success Criteria	Lead Person(s)	Agreed Actions & Milestones	Review Date	Evaluation & Impact	Cost
Governors to explore possibility of funding additional nurture support staff for disadvantaged families						
Governors to clarify understanding of PP+ at						

full meeting						
Each governors' meeting to include in-depth focus on outcomes and progress of disadvantaged children.						
Leaders to deliver a robust cycle of CPD to strengthen teaching and learning of reading and writing over time, so that the proportion of disadvantaged pupils receiving quality first teaching increases.						
Leaders to deliver a more frequent and robust cycle of monitoring and evaluating teaching, learning and assessment of PP children. Feedback should be the starting point of the next monitoring visit.						
The Maths Lead to work with the Literacy leaders to support their development in leading a core subject, including effective monitoring and						

evaluation.						
Leaders to complete visual display of PP attainment and gaps, using it as a focus for clarity about priorities for teaching and learning of PP children, including more able.						
Continue to develop engaging the wider community in reading for pleasure, including the new reading shed.						
Review leadership roles to ensure that interventions and TAs are more closely managed to increase outcomes for PP children.						

Quality of Teaching, Learning and Assessment						
Approach	Outcomes and Success Criteria	Lead Person(s)	Agreed Actions & Milestones	Review Date	Evaluation & Impact	Cost
Use the Sandwell Test to identify gaps in maths and show progress						
Purchase reading diagnostic YARC/ PM Benchmark test (or similar) to identify gaps accurately and show progress						
Use the PM books to						

offer more appropriate reading books for low ability readers in early years and key stage 1.						
Train teachers Reception and in key stage 1 to complete a running record to ensure that children are on the correct reading level and strengths and next steps in reading are identified more accurately.						
Train all TAs and the family liaison officer in Boosting Reading @Primary.						
Introduce a targeted reading intervention programme in key stage 2 to address gaps in phonics and comprehensions using age – appropriate interventions, such as Fresh Start or Totem and Talisman books.						
Consider the impact of Lexia ICT programme on disadvantaged pupils.						
Improve the teaching of writing for all pupils and ensure accurate moderation of writing.						
Planned programme of CPD on teaching reading has impact on						

all PP children's outcomes						
Pupil Premium children's vocabulary improves through targeted teaching.						
Use of HAST or similar spelling test is used to identify gaps for PP children.						
Planned programme of CPD on teaching spelling has impact on all PP children's outcomes						
Continue to develop tracking and increase outcomes for disadvantaged pupils in phonics						

Personal Development, Behaviour and Welfare						
Approach	Outcomes and Success Criteria	Lead Person(s)	Agreed Actions & Milestones	Review Date	Evaluation & Impact	Cost
Visit another school where a larger nurture team is effective						
Explore possibility of nurture programme training						
Consider staffing structure to employ another learning mentor						
Continue to develop Growth Mindset						

strategies so that all classrooms reflect them all teachers use them and there is an impact on disadvantaged pupils.						
PSCHE lead to discuss SEMH reading texts with Literacy leaders						
Early Years Foundation Stage						
Approach	Outcomes and Success Criteria	Lead Person(s)	Agreed Actions & Milestones	Review Date	Evaluation & Impact	Cost
Deliver BLAST 1 & 2 so that PP children's gaps narrow						
Improve phonics teaching in early years using new tracking system						
Develop a recording system to show how many stories each PP child experiences on daily basis.						
Develop more opportunities to write independently for PP children						
Planning more opportunities to explore and embed vocabulary						
Continue to engage parents in learning workshops						

