



## SCHOOL IMPROVEMENT PLAN 2022-2023 EYFS ACTION PLAN

Responsibility Area: Early Years Foundation Stage	Strategic Lead: Mrs Vanessa Coxon	Link Governor: Mrs Imray and Mrs Wellford
<p><b>Headlines Summer 2022</b></p> <p><b>Attainment</b></p> <p><b>76% of children achieved Good Level of Development (GLD)</b></p> <ul style="list-style-type: none"><li>• 93% achieved on track in Language and Communication</li><li>• 98% achieved on track in Physical Development</li><li>• 98% achieved on track in Personal, Social and Emotional</li><li>• 76% achieved on track in Literacy</li><li>• 79% achieved on track in Maths</li><li>• 90% achieved on track in Understanding the World</li><li>• 100% achieved on track in Expressive Art</li></ul> <p><b>89% of boys achieved on track in Literacy</b> <b>67% of girls achieved on track in Literacy</b></p> <p><b>89% of boys achieved on track in Maths</b> <b>71% of girls achieved on track in Maths</b></p> <p><b>44% of FSM achieved on track in Literacy</b> <b>85% of non-FSM achieved on track in Literacy</b></p>		

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**44% of FSM achieved on track in Maths  
88% of non-FSM achieved on track in Maths**

**50% of FSM children achieved Good Level of Development  
85% of Non-FSM children achieved Good Level of Development  
67% of FSM children achieved ELG in Reading/Writing/Number**

**Outcomes: What success will look like for pupils (measurable)**

**To continue to embed the new curriculum.**

**To develop the outdoor area to enhance the curriculum and provide exciting enriching outdoor learning opportunities.**

**To develop a seamless transition between outdoor and indoor learning.**

**69% of children to reach a GLD.**

**Raising attainment in Reading, Writing, Number and Numerical Patterns.**

**71% boys to achieve Reading ELG**

**71% boys to achieve Writing ELG**

**Continue to improve the attainment of EYPP/PP/EAL/SEND children and to narrow the gaps with Non- EYPP/Non-PP/Non-EAL/ Non-SEND children in school.**

**50% of PP children to achieve a G.L.D**

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Improvement Targets	Required Actions	Leader	Timeframe for actions	Budget	Monitoring of Impact/Focus Groups/Personnel/ Time Frame/ Reporting Mechanism	Intended Impact/Evaluation (Measurable)
To continue to embed the new curriculum.	<p><b><u>Nursery and Reception</u></b></p> <p>The curriculum will be reflected through planned activities in all areas of development and learning and in the continuous provision. Staff will always consider the Characteristics of Effective Teaching and Learning and children's interests.</p>	VC CW AS	From September 2022		<p>Staff meeting to discuss and plan for adult-led activities and the continuous provision.</p> <p>Monitor planning</p> <p>Evaluate environment/ continuous provision</p> <p>Monitor areas to ensure they support the Characteristics of Effective Teaching and Learning</p>	<p>All children will access activities from an enriching curriculum which allows children to gain new knowledge and develop and consolidate new skills. Children will make progress through adults following children's interests and supporting their characteristics of effective learning.</p>

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To develop the outdoor area to enhance the curriculum and provide exciting enriching outdoor learning opportunities. To develop a seamless transition between outdoor and indoor learning.	Work with Local Authority Early Years Advisor- Emma Packard	VC AS CW	From September 2022		<p>Monitor the children's engagement.</p> <p>Review planning with all staff.</p> <p>Monitor floor books.</p>	A vibrant rich outdoor area which reflects the curriculum and supports children in their learning and development.
69% of children to achieve a GLD at the end of the current school year.	<p>All pupils to be provided with daily opportunities in all areas of learning and development.</p> <p>The environment within EYFS will inspire and engage all learners.</p> <p>Continuous Provision and enhancements to be reviewed weekly.</p> <p>Good and outstanding teaching in EYFS to be shared.</p>	VC AS CW	From September 2022		<p>Moderation-internal Pupil progress meetings.</p> <p>Termly data monitoring.</p> <p>EYFS Learning walk- Engaging Continuous Provision which supports children in all areas of Learning and development and support</p> <p>Characteristics of Effective Learning</p>	<p>All staff in EYFS understand the specific needs of all pupils and staff are effectively deployed to maximise progress and close gaps.</p> <p>69% of children achieve GLD.</p> <p>Classroom environment- reflects the curriculum, supports all areas of learning and the</p>

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	<p>Challenge all children. Time to play-Sustained Shared thinking and follow children's interests. Objective led planning to support individual needs. Well targeted Interventions.</p>				<p>Monitor Maths, Reading and Writing – interventions in place from baseline.</p>	<p>Characteristics of Effective Teaching and Learning.</p>
<p><b><u>Reading</u></b></p> <p>To raise the Attainment and Progress in reading, in particular boys attainment. 69% of children to achieve ELG Reading. Boys reading- 71% on track</p>	<p>Staff to continue to embed the Reading Framework 2021 in their practise. <b><u>Nursery</u></b> Singing sessions- Nursery Rhymes Launchpad for Literacy activities Intervention-Over and Over Children experience a range of genres. Continuous provision allows opportunities for pre reading skills</p>	<p>AS VC ChW CW AS PM SB</p>	<p>From September 2022</p>		<p>Coaching Cycle Moderation-internal Pupil progress meetings- identify particular children to monitor. Termly data monitoring-English Leaders (Boys/Girls, EYPP/Non-EYPP, PP/Non PP, EAL). Book/Seesaw scrutiny.</p>	<p><b><u>Reading</u></b> 69% whole class to achieve ELG Reading. Boys reading- 71% on track</p>

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	<p><b><u>Reception</u></b>  Children experience a range of genres.  R.W.Inc  Children to take part in Guided/shared reading activities.  Well targeted Interventions:</p> <ul style="list-style-type: none"> <li>• RWInc</li> <li>• Over and Over</li> <li>• Additional reading</li> </ul> <p>Reading for pleasure-shared at home.  Robust assessment to inform planning and next steps.  Good and outstanding teaching in EYFS to be shared.</p>					
<p><b><u>Writing</u></b>  To raise the Attainment and Progress, in</p>	<p><b><u>Nursery</u></b>  Opportunities for mark making</p>	<p>AS VC  CW  SB</p>	<p>From September 2022</p>		<p>Moderation  Pupil progress meetings- identify particular children to monitor.</p>	<p><b>Writing</b>  67% whole class to achieve ELG Writing.  Boys writing- 71%</p>

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<p>particular boys attainment.</p> <p>69% whole class to achieve ELG Writing.</p> <p>Boys writing- 71% on track</p>	<p>Objective Led planning to identify individual needs</p> <p><u>Reception</u> Engage children in writing for a purpose, following children's interests.</p> <p>Increase opportunities for writing in all areas of learning and development.</p> <p>Robust assessment to inform planning and next steps.</p> <p>Well targeted writing Interventions.</p>				<p>Termly data monitoring-analysis with English Leaders (Boys/Girls, EYPP/Non-EYPP, PP/Non PP, EAL).</p> <p>Book/Seesaw scrutiny.</p> <p>Key stage meeting to discuss writing opportunities</p> <p>Book scrutiny</p> <p>Key stage meeting to discuss writing.</p>	
<p>Continue to improve the attainment and progress with EYPP,PP children so they achieve GLD, especially</p>	<p><u>Nursery</u> Objective Led Planning with prime and specific areas of learning.</p> <p>Sustained Shared Thinking.</p>	<p>VL AS CW</p>	<p>From September 2022</p>		<p>Moderation-internal</p> <p>Pupil progress meetings.</p> <p>Termly data monitoring.</p> <p>Monitor the support FSM parent's access.</p>	<p>All staff in EYFS understand the specific needs of all FSM pupils and staff are effectively deployed to maximise progress and continue to close gaps.</p>

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<p>in Literacy and Maths</p> <p>50% FSM to achieve GLD.</p>	<p>Deliver Letters and Sounds</p> <p>Daily guided maths activities.</p> <p>Support parents of FSM children through structured conversations.</p> <p><u>Reception</u></p> <p>Reading- daily RWInc lessons</p> <p>Interventions: phonics writing and maths.</p> <p>Support parents of FSM children through structured conversations.</p> <p>Robust assessment to inform planning and next steps.</p> <p>Challenge all abilities.</p>				<p>Monitor and reflect on Interventions.</p> <p>Use Literacy Launchpad for interventions.</p>	<p>50% FSM children achieve GLD which will include Reading and Writing, Number and Numerical Patterns.</p>
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