



Ashleigh Primary and Nursery School EYFS/KS1 Action Plan 2019-2020

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Priority 1		To raise standards for Pupil Premium children across EYFS and Year 1.					
Rationale		<ul style="list-style-type: none"> EYFS PP children have made excellent progress across the last academic year 2018-2019 with 100% making expected progress in all areas of learning, apart from writing where one child made just below expected progress so writing progress falls to 83%. This child is also on the SEN register and has attended our Nurture provision. <p>However,</p> <ul style="list-style-type: none"> The % of children achieving GLD for PP remains lower than National by 16%. In 2018, 38% of our PP children achieved expected. This year it has increased to 40% (50% PP children as 1 is a Services Child). This remains below the National of 56%. With this in mind it is important we focus our actions not only on EYFS 2019 PP children but on those children entering Year 1 who were below the National expectation for R, W and M at the end of EYFS. 					
Success Criteria		Target: To ensure PP children make accelerated progress in Year 1 to raise the % achieving expected. To ensure PP children entering Reception and Nursery continue to make expected or accelerated progress. To ensure PP children across KS1 continue to make at least expected progress.					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
1.1	KS1 PP children make expected or accelerated progress in R, W and M.	<ul style="list-style-type: none"> Intervention TA to work in Year 1, with specific focus on PP children, during the morning sessions. Year 1 team to timetable intervention. Specific interventions for all PP children highlighted on termly intervention grids and tracked by JM to ensure coverage. PP teacher to work with identified groups across KS1 to support accelerated progress. Intervention TA to provide MNP teaching focus to Year 2 children. Groups identified by Year 2 teachers. 	JM/HM /Year 1 and 2 teachers	Classroom time	Termly	<p>Pupil progress meetings identify specific groups. Ongoing.</p> <p>Termly pupil progress meetings to discuss progress so far. Ongoing</p> <p>Data analysis shows impact of intervention ongoing. Spring – cohort reports complete. Commentary needed. Intervention grid monitoring.</p>	
1.2	EYFS PP children make expected or accelerated progress in all areas of learning across the Foundation Stage.	<ul style="list-style-type: none"> Through careful observation and baselining, establish the need of the current PP group of children within N and R. Analyse baselines and subsequent data (Aut, Spr and End of Year) of PP children in N and R, with a focus diminishing the difference between PP and non-PP children. (This data evidence will feed into this action plan throughout the year) Target PP families to specifically invite to family learning events to increase attendance at these. Games Library – a range of PSED, CL, Literacy and Maths games will be collated and made available for PP children to access and borrow to use at home. 	JM and the EYFS team	Costs for Games Library £500 or lower	Evaluated and updated termly	<p>Pupil progress meetings identify specific groups. Ongoing</p> <p>Baseline data complete and subsequent termly outcomes analysis. Termly pupil progress meetings to discuss progress so far. Ongoing</p>	

		<ul style="list-style-type: none">- Specific PP children to be targeted to be part of the Nurture Group provision, based on Boxall data. Children not identified for Nurture who are PP will be identified on Intervention mapping/grids from Spring 1 for specific intervention. Autumn term these children receive Quality First teaching and 1-1 time with TA/CT during enhancement time to support learning behaviours.				Data analysis shows impact of intervention ongoing. Autumn complete Intervention grid monitoring. Spring set up.	
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Priority 2		To continue to develop our Maths No Problem EYFS approach.					
Rationale		<ul style="list-style-type: none"> We created our own Maths No Problem approach last year to be in line with the school's new approach to teaching Mathematics. This has had a positive impact on transition into Year 1 and the children having sound knowledge of methods and strategies being used within Maths No Problem. <p>However,</p> <ul style="list-style-type: none"> Maths outcomes for 2018-2019 were below National, with 78% of EYFS pupils achieving expected in N compared with National 80%, and 78% achieving expected in SSM compared with 82% National. With this in mind, it is important we review our Maths approach and ensure we provide the best possible curriculum for our EYFS pupils to achieve expected in this area of learning. 					
Success Criteria		Target: Attainment in Maths is in line or above National, and Key Data shows an upward trend for the end of EYFS 2019-2020.					
Intended Outcomes		Actions	Who/How	Resource/Time	Timescale	Monitoring	Evaluation
2.1	Maths No Problem EYFS approach allows for full coverage of the EYFS curriculum, as well as ensuring a smooth transition to MNP in Year 1.	- Source MNP EYFS training/research journals	JW/JM	Training costs are possible depending on the source. No cost for team meetings/curriculum reviews.	Across 2019-2020	Data analysis Planning scrutiny Tapestry reports All ongoing but up to date for Autumn	
		- Analyse the impact of MNP EYFS on the Year 1 approach by looking at data from the first MNP assessment Autumn Term Year 1. Discuss outcomes with staff to establish curriculum development areas.	JM/Team meetings				
		- Continue to embed/amend the MNP EYFS approach written Autumn, with a particular focus on methods and resources.	EYFS team meetings				
		- Ensure Maths planning in EYFS continues to be progressive across the week, using the Concrete, Pictorial, Abstract method.	JM/LE				
		- To continue to embed resources and exploratory Maths resources throughout free flow, with a particular focus on the outdoor learning space	EYFS team meetings				
		- Family Learning events focus on how parents can support Maths learning at home. Parents evenings provide Maths next steps. Tapestry ensures Maths learning has specific focus for embedding learning at home.					
2.2	Data shows children are on track to make expected or accelerated progress using the MNP EYFS approach	- Termly data input	JM/LE	No additional costs	Termly	Data analysis Pupil Progress meetings Tapestry reports and summative coverage All ongoing but up to date for Autumn	
		- Termly data analysis and identification of children requiring additional intervention	JM/LE				
		- Tapestry tracking shows evidence of MNP progression and embedding of key skills	JM				
		- Pupil progress meetings focus on progress in Maths, and used to identify next steps for specific pupils	JM				

Priority 3		To ensure high standards for EAL pupils across EYFS and through transition to Year 1.					
Rationale		<ul style="list-style-type: none"> - EAL children in Reception 2019-2020 make up 13% of our cohort this year. This is a much higher % than last year and therefore it is important we ensure we keep our focus on the additional needs of this vulnerable group. Baseline data shows EAL pupils entry scores are lower than the cohort overall in all areas of learning but specifically PSED, CI and Literacy. Therefore we need to ensure actions are in place to allow this group of children the opportunity to reach their potential and make accelerated progress to achieve GLD. 					
Success Criteria		<ul style="list-style-type: none"> - EAL pupils in EYFS to make expected or accelerated progress across all areas of learning in EYFS. Attainment of EAL pupils is raised from baseline data. 					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
3.1	Pupils with EAL receive high quality first teaching, adapted to meet their language needs.	<ul style="list-style-type: none"> - Improve admission form support for parents with EAL to ensure we receive the appropriate information (see EAL action plan) - Identify cultures of EAL pupils and raised awareness of these within circle times across the EYFS week. - Pre-topic vocab teaching/exposure for all EAL pupils. This will be done through picture cards, topic vocabulary mats sent to EAL families, word aware key vocabulary for topics written on planning and displayed in classroom so all adults are aware of target vocabulary. - Word of the week used regularly to ensure exposure to a wide range of vocabulary. - Target EAL families to specifically invite to family learning events to increase attendance at these. 	EYFS team	No additional costs Access to Games Library (costs from PP budget but shared resource)	Ongoing	EAL Lead to monitor as part of termly overview EYFS team meeting discussion Introduction of Word Aware as specific teaching	
3.2	Pupils with EAL make expected or above expected progress	<ul style="list-style-type: none"> - Identify gaps from baseline data, and plan intervention needs accordingly - Discuss EAL pupils termly at pupil progress meetings to track progress and identify actions for those not making expected progress - EAL pupils identified on intervention mapping/grids from Spring term 	EYFS team	No additional costs	Ongoing	Pupil progress meetings Data analysis overviews Ongoing but Autumn completed	

Priority 4		To develop the Nursery provision in the new premises.					
Rationale		<ul style="list-style-type: none"> - Our current Nursery provision is Outstanding (Ofsted 2018) and the move in recent years to provide 30 hour funded places across 2 rooms has been very successful. We now have the opportunity to move our Nursery provision to one site which will be hugely beneficial. It will allow the Nursery Teacher to oversee the Nursery provision more effectively, and allow for further continuity and delivery of the provision we expect across the whole of the Nursery. 					
Success Criteria		<ul style="list-style-type: none"> - To continue to provide the highest quality provision as we move Nursery into the new venue. 					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
3.1	Nursery will move from Butterfly room to the adjacent room to the Dragonfly room.	<ul style="list-style-type: none"> - Evaluate current Curiosity Shop space and identify/cost canopies to allow for all-weather outdoor provision 	JM/SSp	Costs relating to canopies and coverage	By April 2020	JM to oversee Meeting arranged with SSp for Spring 1	
		<ul style="list-style-type: none"> - Detail action plan for dates to move to the new room and plan how this will be actioned 	SSp				
		<ul style="list-style-type: none"> - Plan layout for new room and establish furniture needs 	SSp lead/JM support				
		<ul style="list-style-type: none"> - Create room use plan/provision overview once new room is up and running 	SSp to lead/JM to support				
3.2	Nursery will continue to provide outstanding provision to our youngest children at Ashleigh	<ul style="list-style-type: none"> - Learning walks to ensure consistency of provision and approach 	JM/SSp	Release costs	Ongoing monitoring	Lesson observation complete for Autumn Data analysis and pupil progress complete for Autumn	
		<ul style="list-style-type: none"> - Tapestry reports linked to Perf.Man targets for EYFS teachers show high quality provision and expectations for all pupils 	JM				
		<ul style="list-style-type: none"> - Data input and analysis to show expected or above expected progress for Nursery pupils. Pupil Progress discussions where necessary to discuss pupils not making expected progress and identify intervention. 					

Priority 5		Ongoing from 2018-2019: To continue to embed the high standards of our Nurture Provision.					
Rationale		<ul style="list-style-type: none"> - At Ashleigh, we provide Nurture to our Reception children, identified through a Boxall Profile and discussion with the class teachers. The Nurture Room is situated within the Reception unit and is led by an experienced member of the Reception team. - At Ashleigh, we believe in early intervention and the intention is that focus skills relating to Boxall outcomes are taught and then generalised in the main class room environment. - The Orchard (our Nurture provision) is led and monitored by our Assistant Head (Inclusion) and our Assistant Head (EYFS). - The quality of provision within The Orchard is good. <p>To improve further</p> <ul style="list-style-type: none"> - Our aim is for The Orchard to be an outstanding provision for our vulnerable children. 					
Success Criteria		<ul style="list-style-type: none"> - For teaching to be at least consistently good in The Orchard. - For children attending Orchard to make good progress against their Boxall targets and to make expected or above expected progress in the Prime Areas of the EYFS Curriculum. - For children in The Orchard to generalise skills learnt within The Orchard and use them in the broader context of the class environment. - To reintegrate children into the classroom environment within 1 to 2 terms dependent on need (maximum 3 terms). 					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
3.1	The Orchard provision is consistent with the wider EYFS at Ashleigh. The teaching is at least good.	- Learning Walks to establish focus development areas for that term	JM/DL		Half termly		
		- Coaching Meetings to monitor provision and assessment	DL		Every fortnight		
		- Drop Ins to maintain regular links between The Orchard and EYFS in a supportive capacity to develop language of learning, challenge cards and maintain enhanced environment	JM		Weekly		
		- Tapestry Reviews to ensure they are consistently updated and the quality of assessments made are linked to Nurture Targets and reflect children's learning	JM/DL		Half termly		
3.2	Children make at least expected progress against Boxall targets between start and end points.	- Online Boxall Reviews	DL		Termly		
		- Planning scrutiny to ensure learning objectives and success criteria are differentiated and offer suitable challenge.	DL/JM		At coaching meetings		
		- Termly monitoring of progress against targets, linked to EYFS Curriculum and Boxall targets	DL/JM		Termly		