|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Intention  Data, Recovery programme, resources, staffing including pedagogy, innovation | Implementation | Implementation Time frame/ Staff involved | Proposed Impact | Evidence towards proposed impact |
| ***PP children*** have opportunities to develop and enhance life experiences. Plan experiences for all children; extend opportunities for PP children.  ***Direct Entries (Rec)***  Support basic skills especially in phonics | Teachers will…   * Identify opportunities that can enhance experiences and book these accordingly. All opportunities have completed Risk assessments      * Interact with children about experiences encouraging all children to make links in their lives. Recall previous experiences   EYFS team will…   * Plan trips which will support the WLP and widen experiences as well as extend vocabulary. * Read frequently both fiction and non-fiction books as part of the daily practise; extending vocabulary, comprehension, learning.   Teachers will   * Assess through observation/ RBA and provide opportunities to bridge gaps if necessary * Interventions planned | All staff – half term ahead to plan for visits. Expectations of a minimum of 1 trip and or 2 engaging opportunities annually.  All staff to talk to children informally and use opportunities to extend, model and support language/vocabulary.  CL – interventions through week with focus on phonic (Level 2/segmenting and blending) | * Through pupil voice children share experiences of trips and classroom experiences with good recall, high enthusiasm and extended vocabulary. * Through pupil voice pupil premium children experience, know and remember more as a direct outcome of planned experiences, with high enthusiasm and improved vocabulary. * Phonic progress with all children will be at least good. * Identification of children struggling to retain will have SMART targets created and liaise with SEN (EH) |  |
| ***Analysis of Pupil groups?***  Track all children from their starting points to make at least good or outstanding progress.  Monitor children who are on track to achieve the ELG’s (new criteria)  Continue to moderate staff in their judgements of what on track looks like? | Reception Teachers will…   * Carry out the RBA across Maths and Literacy   Teachers will…   * Track children individually and groups – are they moving children on? What is the data telling us? * Is this data impacting on the environment – continuous provision to facilitate their learning? How? Reminders to staff to ensure displays enhance learning and are current.   SLT will …   * Monitor groups, look for any anomalies across the data. * Feedback to all staff the data and how this impacts on our daily practise. * Analyse the cohort – EYFS and set up interventions to support all groups.   EYFS lead will…   * Monitor and provide feedback to staff in both Nursery and Reception classes; carry out book trawls, observe lessons and analyse how the data is impacting on the practise.   EYFS Team will…   * Refer to the SMA assessment overview grids when observing * ES/CL to facilitate the RBA in Sept’23   SLT will…   * Provide opportunities to moderate work to support judgements of on track * Discuss with staff about children; opportunities to discuss individuals linked to moderation. | All staff - carry out Baseline assessments (Nov-RBA- end date)  ES - Monitoring conversations with all EYFS staff to discuss individual children and share their journey.  ES/CL to carry out RBA (First 6 weeks)  Staff will complete data tracking grids frequently throughout the weeks to evidence progress and support assessment for learning.  Half termly – formally  Continuously - informally | * RBA assessments marry with Teacher baseline assessments. * Nursery ELG expectations are accurate and support the tracking to predict children on track. * Data will support intervention planning with groups of children including PP/HA. * All children have made good/outstanding progress from starting points. * All staff are familiar with what on track looks like in all areas of the curriculum * Interventions have supported progress from starting points – evidence of outstanding progress. * Assessments are accurate and can be evidenced using floor book and individual overviews. |  |
| Update ***WEBSITE*** to reflect schools policies and practices in EYFS | EYFS lead will …   * Monitor the EYFS page to include; a learning yearly overview, KKO’s, vocabulary, videos, parents views. Celebrate EYFS at St Mary of the Angels.   Teachers will   * Ensure class page is up to date, engaging and purposeful. * Ensure all information on the class page is current and relevant. Respond to monitoring of class page if aspects have been identified as red on the monitoring grids (see monitoring of class pages) | Half termly | * Parents are able to access and know the learning the children will be learning in the EYFS on the school website. * Parents are well informed * Website/Class page is up to date with information regarded learning in EYFS |  |
| ***Pedagogy/ Practise/ Environment/ Parents***  Ensure curriculum planning is relevant throughout the EYFS. That the environment is enabling and that we are supporting the unique child.  Positive relationships are continuing due to interactions and dialogue.  Assessment is up to date and feeding planning linked with sequencing of learning.  EYFS staff continue to be supported in their development of their own pedagogy when teaching in EYFS  Speech & Language to be supported and vocabulary extended  Enhance the environment in EYFS; engaging, stimulating, **purposeful** activities.  ***Parents***  Continue to build on relationships previous practice to improve on communication with parents. That they understand the purpose of what the children are learning.  Involve and engage further parents in school and their child’s learning.  Continue to have an open door policy | EYFS Lead   * Listen for new guidance/legislation linked with EYFS and adapt to practise where necessary.   Staff will   * Ensure planning builds on prior learning and is sequential in their learning journey * Monitor the provision within the EYFS – ECCER’s audit as well as own monitoring grids to support improvement of practise.   Staff will …   * Have opportunities to look at the Development matter statements as well as the assessment overviews for both Nursery and Reception and begin to identify next steps in individual and groups learning. * Staff will understand the children’s learning journey; recognising both starting points and end points- understanding the sequence of learning in EYFS      * Use the assessment tracking data and progress point tracking to evidence progress from starting points and support intervention identification.   EYFS lead will…   * Liaise with all staff linked to EYFS to have supervision meeting as part of safe guarding procedures * Provide a display board for important information to be accessible to all staff. Share appropriate links of useful information to provide CPD. * Discuss with staff during Supervision how they can be supported in their own knowledge. * Hold supervision meetings to share and disseminate good practice. * Carry out SLL assessments – Wellcomm. * Provide opportunities for children to improve spoken grammar; modelling, planning interventions, correcting * Support/training form S&L external support * Audit the environment; recommending next steps; adding resources. Ensure environment is engaging.   Teachers will…   * Plan opportunities to extend vocabulary and experiences.   Staff will…   * Monitor parents involvement and engagement in EYFS; Research and identify ways we can do to encourage and support parents such as Workshops, play and stay, sign posting etc..   EYFS lead to …   * Audit parents view and interests in how we can support them at home and with their child’s learning linked with induction.   Staff will   * Ensure positive and professional relationships knowing that the parents are the first educators. | Continuously all year.  Dec 2023  ES – throughout the year  ES - Termly data collection; identifying SLL.  Half termly  Continuously throughout the year. | * Staff adopt new guidance (OFSTED –September’23) * Improved interactions between the children and adults linked to ECCER;s findings. * Staff are familiar with the new directive for the EYFS curriculum. * Staff are confident at using the EYFS assessment overviews * Staff confidently can articulate where a child is in their learning – successes and next steps. * Progress is evident from starting points. * SLT will have an overview of individuals, practise and children via supervision meetings * A set of minutes are typed and shared * SLT have a good awareness of the practise in EYFS and have next steps in place. * Environment inside and outside is enabling, engaging and stimulating * Children are engaged in their own choice activities. * Teaching & learning – the provision is in EYFS is good to outstanding   Data in Communication has increased since previous year – 74% ARE at the end of Nursery 2023  New vocabulary is embedded and evident.  All outside provision is enabling – children are engaged with purposeful play.   * Parents are aware of children’s next steps in their learning * Bespoke workshops for our parents to be planned across the year – at least 2. * Parents well informed, involved and engaged in their child’s school journey. |  |
| ***Transition***  Ensure smooth transitions from Nursery to Reception & Reception to Year 1 – what will this look like? All staff to know expectations of this smooth transition.  Children will have the skills and knowledge they need to benefit from what school has to offer when moving in to Year 1. | EYFS lead will   * Audit Transition policy 2023/2024 and reflect on effectiveness in 2023   Staff will   * Facilitate Transition at all opportunities * Hold workshop for new Parents * Plan formal and informal discussions between EYFS and Year 1 staff to support observations and assessments of children in discussing prior knowledge. Priority given to discuss the Characters of Learning, | September 23  July 2024 & continued throughout September – during Transition period. In the Autumn Term. | Children will have a seamless transition from Nursery into Reception and Reception into Year 1.  Staff will begin to know the children using the data provided linked with Nursery Learning Goals and Reception ELG’s. |  |

***APU – Nov’23***

Discussed how Action plan fits in with school development plan.

***Next steps***

* Share Action plan with all staff in EYFS