MEXBOROUGH St JOHN’s the BAPTIST PRIMARY SCHOOL

EYFS Action Plan 2018-19

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|  | **EofY Targets** | | **Mid-year Review (Assessment point 2)** | **Actuals** | |
| **Overall Effectiveness** | | | | | |
| **F1** | **60% predicted to be age related in CLL** | **52.9% currently on track to be age related in CLL** | | |  |
| **70% predicted to have started reading scheme in F1** | **70% predicted to have started reading scheme in F1** | | |  |
| **F2** | **80% predicted to meet GLD EofY** | **46.4% currently on track to meet GLD EofY** | | |  |
| **80% predicted secure P3 phonics** | **70.3% predicted secure P3 phonics** | | |  |
| **80% predicted at least L5 of reading scheme in F2** | **18.5% are currently on L5 or above on the reading scheme** | | |  |

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| **Vulnerable groups** | **End of Assessment block 1** | | | | | | **End of Assessment block 2** | | | | | | **End of Assessment block 3** | | **End of Assessment block 4** | |
| **Outcomes for Pupils F2** | | | | | | | | | | | | | | | | |
|  | **R** | | **W** | **N** | | **GLD** | **R** | | **W** | **N** | | **GLD** |  |  |  |  |
| **All** | 50% | | 42.9% | 46.4% | | 35.7% | 53.6% | | 53.6% | 57.1% | | 46.4% |  |  |  |  |
| **Boys** | 55.6% | | 44.4% | 50% | | 33.3% | 61.1% | | 61.1% | 66.7% | | 55.6% |  |  |  |  |
| **Girls** | 40% | | 40% | 40% | | 40% | 40% | | 40% | 40% | | 30% |  |  |  |  |
| **Impact / Evaluation:** |  | | | | | | Girls GLD 1 child – nurture group for SCSA | | | | | |  |  |  |  |
| **PP** | 33.3% | | 33.3% | 33.3% | | 33.3% | 33.3% | | 33.3% | 33.3% | | 0% |  |  |  |  |
| **Non PP** | 52% | | 44% | 48% | | 36% | 56% | | 56% | 60% | | 52% |  |  |  |  |
| **Impact / Evaluation:** | PP = 3 children | | | | | |  | | | | | |  |  |  |  |
| **SEN** | 0% | | 0% | 0% | | 0% | 0% | | 0% | 0% | | 0% |  |  |  |  |
| **Non SEN** | 50% | | 42.9% | 46.4% | | 35.7% | 60% | | 60% | 64% | | 52% |  |  |  |  |
| **Impact / Evaluation:** |  | | | | | |  | | | | | |  |  |  |  |
| **Home grown** | 63.6% | 54.5% | | 59.1% | 45.5% | | 68.2% | 68.2% | | 72.7% | 59.1% | |  |  |  |  |
| **Non Home grown** | 0% | 0% | | 0% | 0% | | 0% | 0% | | 0% | 0% | |  |  |  |  |
| **Impact/Evaluation:** | Non home grown = 6 children  Intervention groups in place | | | | | |  | | | | | |  |  |  |  |
| **Vulnerable groups** | **End of Assessment block 1** | | | | | | **End of Assessment block 2** | | | | | | **End of Assessment block 3** | | **End of Assessment block 4** | |
| **Outcomes for Pupils F1** | | | | | | | | | | | | | | | | |
|  | **R** | | **W** | **N** | | **GLD** | **R** | | **W** | **N** | | **GLD** |  |  |  |  |
| **All** | 37.1% | | 45.7% | 60% | | 25.7% | 55.9% | | 55.9% | 55.9% | | 52.9% |  |  |  |  |
| **Boys** | 38.9% | | 44.4% | 66.7% | | 33.3% | 44.4% | | 44.4% | 44.4% | | 44.4% |  |  |  |  |
| **Girls** | 35.3% | | 47.1% | 52.9% | | 17.6% | 68.8% | | 68.8% | 68.8% | | 62.5% |  |  |  |  |
| **Impact / Evaluation:** |  | | | | | |  | | | | | |  |  |  |  |
| **PP** | 33.3% | | 50% | 33.3% | | 33.3% | 83.3% | | 83.3% | 66.7% | | 66.7% |  |  |  |  |
| **Non PP** | 37.9% | | 44.8% | 65.5% | | 24.1% | 50% | | 50% | 53.6% | | 50% |  |  |  |  |
| **Impact / Evaluation:** |  | | | | | |  | | | | | |  |  |  |  |
| **SEN** |  | | | | | |  | | | | | |  |  |  |  |
| **Non SEN** |  |  |  |  |
| **Impact / Evaluation:** | No children currenty recorded as SEN on the SEN register | | | | | |  | | | | | |  |  |  |  |

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| **Subject Priorities** | | |
| **Objectives** | **Action** | **Impact** |
| **Oracy**  Develop vocabulary and CLL across the EYFS  F1: increase % of pupils secure in speaking at 30-50S months  F2: At least 80% of PP pupils to be on track in CLL | F1/F2   * On entry data to be used to target pupils for appropriate intervention. Talking tables, beat baby, Early Talk Boost, Early words together. * Planning to be structured to focus heavily on CLL. * Parent events each term to encourage quality oracy and interactions. * Introduction of half term homework challenges. * Close monitoring of data.   Other   * Development of a whole school approach to oracy. AM * JB to attend JMAT EYFS group (language focus) * Standard English and effective use of language modelled at all times throughout both classes. * Create and develop a language rich environment throughout Foundation Stage. * Create and develop continuous provision to maximise CLL development throughout Foundation Stage | Autumn –   * F1 talk tables included in the daily timetable, intervention groups set up to reflect appropriate intervention. * Planning in F1 re-structured to have a CLL focus. * Support from AM for SP to set up new planning structure. * F2 – JB has worked and will continue to work with Janet Vickers to develop a print rich environment and develop oracy within the foundation stage classrooms.   Spring –   * Phonics wokshops during parents evening to promote reading and development of vocabulary. * Homework challenge sent out for the holidays to prepare children for their topic work and develop vocabulary prior to starting the topic. * JB attended JMAT EYFS group – moderation. * Everyday Maths Project training attended by JB at Sheffield Hallam. Parents surveyed to find the best time for most parents to maximise engagement. Four workshop sessions to be delivered by JB following the structure delivered in the training. * Role play areas have been enhanced using ‘real life’ objects where possible to promote a realistic representation of a home environment and increase the children’s exposure to a variety of print included packaging, labels and representations of numbers have been included where possible. * F1 have introduced a curiosity box area containing objects for the children to explore and discuss. * Chilli challenge cards have been introduced in both classes to focus learning and support adult facilitators in encouraging oracy and development of vocabulary.   Summer - |
| **Phonics**  F1: 70% to be secure at phase 1 aspect 7.  F2: 70% to be secure at phase 3 by the end of EYFS. | * Phonics scheme to be purchased for use throughout Foundation Stage.   F1   * Phase 1 – 2 aspects to be taught each term. Aspect 7 and phonic take-homes to be focused on after Easter. * Phonic workshop for parents. * Structuring of planning and provision to focus heavily on Phase 1 phonics.   F2   * Early assessment at the end of A1 to assess children’s gaps in phase 2 phonics. Intervention groups to be identified and planned for using letter land and/or active phonics depending on needs. Interventions to be an addition not a replacement. * Phonic trackers to be completed each half term. * Early communication with parents if pupils fall behind and ideas for home shared. * Weekly phonics homework. * Restructuring for planning to include grater focused work to enhance vocabulary and phonic skills. E.g. talking tables / talking boxes etc. * Phonic drop in session for parents (Autumn Term) * Phonic screening type assessment to be used Feb / after Easter to identify gaps and assess application of phase 3 GPCs. * Application of phonics in provision. | Autumn –   * Letter land resources purchased. Letters and Sounds structure will continue to be followed. * F2 children assessed in week 4 of Autumn term to refine teaching groups and identify intervention groups. SH using a mixture of letterland and active phonics. Intervention group uses more active phonics.   Spring –   * Phonics workshops held during the Spring parents evening. * AM supported SP with refocussing planning on phase 1 phonics. * Timetable in F1 restructured to focus heavily on phonics. * F1 children currently working on Aspect 5 and 6 and will begin Aspect 7 after the Easter holiday. * Phonic trackers are up to date and will be updated by the Easter holiday again. * Parents kept infomed of children’s progress during parnets evenings and a overview sheet is shared with parnets with ideas for support at home in order for the current level of progress to continue. Daily communication with parents at pick up and drop off times when required. * Phonics drop ins for parents in diary for late Spring term. * Phase three phonics assessment will be administered w/b 1st April.   Summer - |
| **Reading**  F1: 70% predicted to have started reading scheme.  F2: 70% predicted at least yellow band of reading scheme | F1   * See above (oracy) * Guided talk to be used to develop basic book skills (groups identified from A2). * Guided reading to be introduced after Easter focussing on Early Book skills and reading behaviours.   F2   * Parent reading leaflets to be sent home. * All children to be on the reading scheme by the end of week 3. * X 2 guided reading session per week. Initially to focus on book skills and reading behaviours. * X 1 individual read per week. * Early communication with parents if pupils are not on track and support with strategies to use at home. * Literacy rich environment – quality texts, labels and captions in provision to build on phonic and early reading skills. | Autumn –   * F1- SP has identified groups to work with on developing guided talk through talking tables. * F2 – parents leaflets sent home to all parents (week 3) * All children on the reading scheme by end of week 3.   Spring –   * F1 - SP has completed the diagnostic for Early Talk boost intervention and identified 8 children who need the intervention. * F2 – Children now accessing two guided reading sessions per week and 1 individual read per week. * Communication daily during drop off and pick ups to share successes and support with parents. * Role play has been developed to include ‘real life’ objects and labelling. * A quality text is evident in each area of learning within the classroom.   Summer - |
| **Maths**  Develop Maths Mastery in FS | * Use of the new FS mastery documentation (white rose / maths hub). * JB to work with Jenni Logan, (Lead Teacher for Maths in EYFS) to develop a long term plan for F1 and F2 and role of the environment. | Autumn –   * FS mastery documents from white rose used for planning and sequencing of sessions * JB has attended sessions at Meadow View Primary with Jenni Logan to develop the outdoor environment and encourage and plan for maths learning throughout all areas.   Spring –   * JB to meet with Jenni Logan to review the plan so far, look at a long term teaching sequence to reflect the mastery curriculum and complete a full environment audit.   Summer - |
| **Teaching and Learning**  **Staff Development**  Support for SP  All TAs to be familiar with EYFS curriculum and good practise within Early Years.  Engaging boys and PP  Developing the outside environment | * Initial training from AM to develop the understanding of the EYFS and their role. * Attend LA training. TAs new to the FS. * Weekly FS meetings to focus on quality interactions with children in both inside and outside environments. * Engaging boys in writing. * FS meetings to focus on numeracy, literacy and physical development in the outdoors. JB from January 2018. | Autumn –   * Plan in place to develop the role of TA new to FS. * JB supported with the development of the TA role and provided models and scaffolds for the daily tasks to be carried out. * Weekly meetings were help to model and discuss quality interactions both outdoors and indoors.   Spring –   * Development of the outdoor environment is well under way. New resources purchased and implemented into the environment. Signage and vocabulary for the outdoors has been sourced. Plan in place for future developments. * Moderation of FS writing completed to agree on judgements. * ‘Boy friendly’ topics included in curriculum such as fireworks, minibeasts, superheroes to engage boys in writing. Messy mark making outdoors, changing writing table into a writing den, themed paper and range of exciting writing tools implemented.   Summer - |
| **GLD** | * Use data to identify gaps in prime and specific areas of learning. * All staff to be informed of gaps and strategies used to plug these. | Autumn –   * Weekly focus for each adult when working with children in provision recorded on planning.   Spring –   * Gap analysis completed looking at current evidence across all areas. JB identified a weekly area of focus for each adult when working in provision with children. This will be updated again and reviewed before Easter.   Summer - |