

Achievement

attainment and progress and quality of learning for individuals, different groups, SEN and EYFS

EYFS

End of 2017:

- GLD 61% slightly below National and Cornwall
- Scale point 31 below National and Cornwall
- 84% children that entered below age related expectations in 12 strands. 39% ended below
- Girls/boys and PP/non PP achieved inline.
- In year progress 4.6

Success criteria:

- GLD <63%
- Scale point to inline or better than National 34.4
- Gap between PP/Non PP will narrow - 5+ progress (focus area CL)
- Gap between Boys/Girls will narrow - 5+ progress (focus area CL)
- <70% achieving ELG in W
- <65% nursery children attaining 30-50s on entry Sept 2018 (Prime)
- Numbers in nursery will continue to grow - 2 reception classes in Sept 2018
- COEL will be monitored and accurate assessments made throughout the year
- Parental engagement will be more evident - every parent will have engaged through the new homework project

Action:	Led and supported by:	Impact:	Monitoring the impact?	Start/finish date	CPD?	Impact Autumn Term	Impact Spring Term	Impact Summer Term
To raise % GLD	HS every Checkpoint	GLD will be at least in line with National Children entering 30-50D will make GLD	Pupil progress meetings Targeted interventions Continue to review pedagogy and introduce new initiatives as and when needed	Ongoing	SEN Writing	GLD has risen to 20% from 15% in the Autumn term		
65%+ Nursery children (2018 cohort) making better than expected progress	HS every Checkpoint	GLD on entry to Reception 2018 will be greater than 60%	Assess using ECAT systems and new COEL monitoring Pupil progress meetings Targeted interventions Continue to review pedagogy and introduce new initiatives as and when needed	Ongoing	Supporting Early Talk	GLD has risen to 22.7% in the Autumn term		
Sharper half termly Pupil Progress meetings with FS teachers	HS every checkpoint	Teachers will be responsible for analysing their data = them having a sharper understanding of what their data is showing them about their class. Teachers will identify children who need to make progress. Teachers will plan what they will do differently to make a difference to the children targeted and make predictions about where their children will be at the end. All children will make good progress.	Pupil progress meetings Targeted interventions Review pedagogy of the unit 6 weekly APDR meetings – targets to be reviewed at each meeting	Ongoing		PP mtgs have happened. Intervention is planned directly from these and data analysis. APDR mtgs have happened twice in the Autumn term		

Progress of PP inline or better than Non PP peers. PP children will make 5+ points progress	HS - every checkpoint	Using the Next Steps and Baseline assessment teacher's will have a sharper understanding of what the children need to move forwards. Children who need intervention will be targeted sooner. Teaching staff will be deployed for intervention to ensure it happens consistently and with continuity.	Pupil progress meetings Targeted interventions targets to be reviewed at each meeting	Ongoing		Nursery - PP can be attaining and progressing higher than their non PP peers Reception - PP children are attaining lower than peers however making better than expected progress		
Progress of Boys inline or better than Girls. Boys will make 5+ points progress (CL a particular focus)	HS - every checkpoint	Using the Next Steps and Baseline assessment teacher's will have a sharper understanding of what the children need to move forwards. Children who need intervention will be targeted sooner. Teaching staff will be deployed for intervention to ensure it happens consistently and with continuity.	Pupil progress meetings Targeted interventions targets to be reviewed at each meeting	Ongoing	Boys learning	Boys are not attaining inline with the girls however are making the same progress		
70%+ achieving Writing ELG	HS - every checkpoint	% ARE in Writing will continue to increase throughout the year.	Daily writing opportunities - modelling and practising Writing opportunities in every continuers provision area.	Ongoing	Developing writing	37% ARE in Writing.		

Revamp outdoor learning environment	Termly	Play outside will be more purposeful and will not allow for missed opportunities.	Purchase new storage units New shed being built over summer hols New equipment to be added from budget over the year - bikes, pulley systems, maths area, new constructions	Sept '17	Outdoor learning	New sheds brought and built. Guinea pigs area done. New outdoor equipment still to be purchased		
To engage all parents	Class teachers - Half termly	Children will make excellent progress from their starting point. GAPs will narrow rapidly. Parents willing to support and attend events at school. Parental contributions evident in Learning Journey's and the classroom	Interactive parent board in cloakrooms Homework projects that encourage parent and child to work together - expectation is to share projects Parent workshops - ask each parent to complete feedback forms, Nursery rhymes and importance of, Questioning - how to talk to your child, Mark making and how to support, Reading at home, Maths - key skills	Nov '17	Engaging parents	Nursery rhyme folders ready to start after Xmas for Nursery. Home learning projects being launched in Jan in Reception		
To encourage children to become risk takers in their learning	All staff	Children are displaying high levels of wellbeing and involvement Children demonstrate COEL through observations and visits	Scaffold learning through supported play/learning PDR will continue across the unit Develop an assessment process to show progress	Ongoing	Assessing COEL	COEL is being assessed in LJ's through observations. Needs more focus when we introduce PDR in Jan		

Revise continuous provision plan and personal lines of development	Weekly	Children will be engaged and motivated to learn. Progress and attainment will increase	Reintroduce Next steps sheets in the classroom – in PPA add notes to the planning board.	Weekly		Planning in the Autumn term has followed the leads of children. Children's Wellbeing and Involvement have increased		
To develop a robust professional development programme	Sept '17 HS	Staff will have their areas for development identified and feel more confident in what they are doing. Q of T will improve for all staff. Professional knowledge of pedagogy will improve and staff will understand why we are doing things.	Create professional book club. Audit qualifications/recent training and targets. CL self/peer development training	Ongoing		PM mtgs have all taken place with teacher and ta's. Robust targets now set and review date booked for March		
To improve documentation of drive to improve.	Sept '17 HS	Clear evidence to show CPD and why.	Training folder – course evaluations and feedback to staff.	Ongoing		CPD folder in place - needs more focus to prove link to PM targets		

To effectively implement provision changes to Nursery	HS - consistently monitor	Nursery will not be running at a loss and will be viable Numbers in the nursery will increase allowing two reception classes in 2018	PR new nursery hours - budget allocated by Governors Set up FB, Twitter and Website Ensure guidelines and standards are met Implement a bookings and charges system Write and implement policies Review daily timetable and staffing to meet ratio requirements Report to TPAT figures and income every half term	Ongoing	2 year provision ECAT	Autumn term funding approx £35K which is considerably more than the estimated at 21K 23 children from Nursery for Reception next yr.		
To ensure all children make better than expected progress in areas identified in Pupil Progress	All Staff	GLD will be in line with 70% + GAPs will narrow rapidly	Pupil progress meetings Targeted interventions Individual staff development - focus on Writing and SEN provision	Ongoing		GLD has risen to 20% from 15% in the Autumn term Progress is good or better across Nursery and Reception except MFB		

