

EYFS Overview - CP3 Spring Term 2018

What are the key issues in this area?

NURSERY (2-3)

MFB
MR

NURSERY (3-4)

Boys -
MFB -
S -
Summer/Spring born -

RECEPTION

Summer born -
PP, 10%DF, Boys children to make rapid progress -
Poor progress -
Writing -

What has the impact been? What does the data show?

Nursery (2-3)

- Increase in LA, U, SC/SA
- Slight increase in MFB and MR

Nursery (3-4)

- Increase in %ARE in MFB +16% and MR +7%
- Slight drop in %ARE - due to increase expectation - not all have made this developmental jump yet.
- Progress is good or better across all strands
- PP inline with their non PP peers
- SEN below non SEN now - double number of children now on RON
- Most deprived children are attaining higher than their peers
- PP and SEN chn are making progress inline with their peers - better than expected
- Increase in % can at High or Ex High in both Involvement and Wellbeing.

Reception

- Summer born child has made expected progress is all strands and better than expected in MH and R. MH strand has shown expected progress with Boys, SEN and FSM children making better than expected progress.
- R shows expected progress with Boys, FSM and Summer born making better than expected progress. W and N show expected progress.
- Small world and Construction areas have been created in the BF room. Used boy friendly books to link learning - Supotato. Boys have made better than expected progress and are attaining in average at ARE.
- Increase in Attainment for all groups except 10%DF - two new children have joined in this group since Dec and are not attaining ARE.
- Progress remains expected or better however for impact PP, 10%DF and Boys need to make better than expected progress to narrow the difference.
- GLD has nearly doubled since baseline.
- Increase in both Wellbeing and Involvement. No children now in Low.

ECAT

- Impact in L&A - more children at Expected and fewer At Risk.
- Same impact in 10%DF group - more children at Expected in L&A
- Increase in % of chn 'at risk' in social communication
- More children in higher levels of communication band.
- Fewer reluctant communicators

How do we know?

- Ongoing data collection on Scholar Pack.
- Half-termly data analysis - groups, sub groups and intervention groups
- Pupil Progress meetings

What have we done to address these?

Nursery

- Children who have not made sufficient progress have been highlighted in Pupil Progress meeting and provision being planned to support their Next Steps
- Interviews happening next week to employ two members of staff - 1 for nursery to enable further intervention and support of needs and 1 to allow a nurture group for younger 3 yr olds.
- ECAT intervention in place
- HS to provide a nurture grp in 2 yr room every morning for 3 yr olds needing further support.
- All staff have self evaluated against ECAT and PM target in place. Children have been assessed using the toolkit
- Identify key aspects and children who are not achieving and develop provision and specific intervention to support.
- Thrive assessments on children that are across more than one area of improvement
- Boys provision

Reception

- Focus intervention for key children identified
- Review teaching of W - daily writing opps
- Boys provision

How can we triangulate/prove this in the classes across the school?

- Staff can talk confidently about the children receiving intervention and why
- Planning
- Lesson obs - high expectations and use of assessment/next steps
- Next step sheets - recorded/evaluated