

EYFS Overview - CP2 Autumn 2017

What are the key issues in this area?

NURSERY (2-3)

MFB
MR

NURSERY (3-4)

Boys
MFB
MR
Summer born

RECEPTION

Summer born
PP children to make rapid progress -
Boys attainment and progress
Reading, Writing and Number
Moving and Handling

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
- A new member of staff has been employed for the mornings - two adverts out currently and interviewing in the New Year - one FT and one PT post to increase ratio and release HS to support and monitor more closely
- All staff have self evaluated against ECAT and PM target in place. Children have been assessed using the toolkit
- Identify key aspects of MFB that children 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 on Moving and Handling and Summer born child
- Review teaching of R,W,N and intervention to become consistent
- Boys provision

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

Nursery (2-3)

- Huge increase in Wellbeing in 2 yr olds (24% High BL - 58% High CP2) Impact mirrored in 10% DF Group
- Rapid progress in CL - high profile of ECAT/provision

Nursery (3-4)

- Slight increase in ARE across all areas
- Progress is good or better except MFB
- More children exceeding in strands
- Good increase in ARE in all areas except MFB/MR
- % ARE in Speaking has improved +46%
- PP and SEN children continue to attain higher than their peers
- Most deprived children are keeping inline with their peers
- Increase in % children at Moderate or High level in Wellbeing and Involvement (0% in Ex low and fewer in low)

Reception

- Spring born have made good progress - better than their peers and almost double the amount of Spring born children are at ARE
- Increase in GLD 20%
- Progress is expected or better
- Gap between most deprived and peers has narrowed slightly
- Girls are attaining better than boys
- Non PP are attaining better than PP however they are making the same progress (better than expected)
- Summer born are not attaining (1 child)
- No change in % Autumn born attaining
- Increase in both Wellbeing and Involvement. Children still 'low' are ACE children.

ECAT

- Impact in U and S - more children at Expected and fewer At Risk.
- Less impact in 10%DF group - more children at Expected in S and Social Skills
- 3 new children since BL assessment = 3.7% per child

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