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| **Target** | **Milestones** | **Cost** | **Expected Impact** | **Monitoring** | **Evaluation** |
| To close the gap between boys and girls in reading, writing and maths by June 2019 | **In 16-17 GLD gap between boys and girls was 26%**  **In 17-18 GLD gap between boys and girls was 9%**  **End of Nursery 17-18, huge gap between boys and girls in majority of areas: Reading 16%, Writing 17%, Number 28%, SSM 35%**  All children to complete independent challenges in the areas linked to Reading, Writing, Maths and Fine motor. Children to be picked as monitors as support their peers with completing the challenges each week (ongoing in Reception. To be introduced in Nursery Summer 2 as part of transition)  Target manager to model daily the Maths, Reading and Writing challenges in the Outdoor Area each week, focusing on boys (Ongoing)  Indoor target manager to focus on modelling the new challenges on a Monday, so children are aware of the challenges, focusing on boys.  Rugs to help with children’s carpet places and behaviour to be purchased (Sep 18)  Experience day, linked to topic, to engage the boys in their learning to be arranged (booked by Dec 18)  September: All pink readers identified  Pink readers who are blending to be identified as daily readers and to come off when on Red books.  Accurate Baseline to be completed in Reception by end of wk 2 (Reception data to be on by end of week 3, Nursery data to be on by end of wk 4)  Meaningful opportunities linking reading and writing around a central theme to be incorporated into continuous provision that will engage boys (ongoing)  High frequency words for each reading band broken down in weekly planning and taught discreetly outside of the RWI sessions. (Sept 2018-ongoing)  Pupil’s with additional need are quickly identified and supported (Oct 17)  EM to contact cluster and arrange to join EYFS moderation cluster. (September 18)  EM to lead internal moderation between Nursery and Reception (September, December, March, June).  Internal moderation to include Year 1 teachers to agree judgements on ELG (May).  Construction Area to include a purposeful Maths challenge each week. (ongoing)  LL to target 10 key children, focus on boys, who are borderline for GLD (Wk 3 onwards). EM to track and once children are at ARE, focus on next group of children. | General resources: £600  Rugs: £760  Experience day: £700 | Boys’ writing attainment is at least 70% by June 19.  Boys’ reading attainment is at least 70% by June 19.  70% of Reception children to be on red books by December.  Boys’ maths attainment is at least 70% by June 19.  Gap between boys and girls to have reduced to at least 9%  All pupils make at least expected progress from their starting points in reading, writing and maths. | Review samples at SLT meetings and moderation.  EM and SLT hear children read. Tracking on the reading scheme.  Observations and discussions with pupils by EM and SLT.  EM to check that assessed age bands are consistent with other settings. |  |
| To improve parental involvement with learning journeys and home learning | **In 17-18 most parents accessed learning journeys but only about 5 parents responded/ added evidence to online journeys.**  Half-termly newsletter to be sent home, informing parents of the topic and ways they can support at home.  Ensure all parents have access to learning journey (September)  All teachers to encourage parents to add to the learning journey. Base some homeworks around adding evidence to learning journey.  Homeworks to be more play based to engage parents and the reasoning behind to be explained, so parents have a greater understanding how they can support at home (at least 2 a half-term)  Have parent open evenings so parents can speak to the teacher and view up-to-date journeys (Oct, Nov, Feb, April, June)  Hold workshops for parents (September, Nov) – RWI/ reading & Maths (Nursery and Reception), dough disco (Nursery)  Website to be updated regularly by class teachers.  Stay and plays for parents to run each half-term, in partnership with SureStart and the local dentist (Oct 18) |  | 90% of children to be reading at home each evening.  70% of parents to engage in online learning journey and respond to comments/ add evidence | EM to ensure each child has at least 3 individual observations with next steps each half term (Nursery and Reception).  Class teachers to ensure that parents are able to access the learning journeys on SPTO. |  |
| To ensure that teaching and learning in EYFS is outstanding overall | Performance Management for AD and HB have clear goals on attainment and practice. (Oct 2017)  Regular monitoring of planning ensures high quality provision by EM and appropriate feedback to be given to staff to ensure development (Sept 2018-ongoing)  Purposeful writing opportunities to be incorporated into the planning and CP each week (Sept 2018)  High frequency words for each reading band broken down in weekly planning and taught discreetly outside of the RWI sessions. (Sept 2018-ongoing)  Formal observations show consistent good and outstanding progress throughout EYFS  MS to be supported by EM  MS to observe EM, HB and AD in both Literacy and Maths teaching (A1 onwards)  MS CP areas to be judged at least good (November) |  | Most pupils to make outstanding progress (at least 4 sublevels) from their starting points in all 7 areas.  Progress of pupil premium children for Reading (RWI and book bands) and Writing to be judged outstanding overall | Regular ‘drop ins’ and formal observations by EM and SLT to assess quality of teaching (throughout year, in line with whole school dates)  Samples of pupil’s written Literacy/Numeracy work and work in learning journeys to be scrutinised by EM and SLT and feedback given (Oct, Dec 2018 Feb, Apr 2019)  Regular identified learning walks to monitor provision of pupil groups in EYFS (Dec, Feb, Apr 2019) |  |
| To improve fine motor and letter formation across EYFS | **Baseline 2018: Letter formation is poor**  Nursery and Reception to plan for outdoor provision together, with a focus on gross and fine motor skills (ongoing).  Each week to provide a fine motor and gross motor challenge (ongoing).  Nursery children to begin with gross motor activities and then progress to fine motor when each child is ready.  Children to begin with drawing shapes, focusing on anti-clockwise movements, before writing letters  Incorrect formation to be modelled and corrected (ongoing)  Letter formation to be taught weekly in Reception (ongoing)  LL to have 2 letter formation groups for 20 mins 4 times a week, focusing on target Reception children. EM to change children half-termly.  Letter formation information to be sent home to parents and parents made aware of its importance (Sep 18)  Dough disco to take place daily in Nursery and Reception (ongoing) | Dough: £100 | 90% of children to achieve ELG for Physical Development  90% of children to have good letter formation at end of Reception  90% of Nursery children to be able to form the letters in their name correctly | Regular monitoring of planning by EM  EM to look at samples of writing across EYFS and liaise with teachers over letter formation in their class |  |