



Granby Primary School

EYFS Improvement Plan 2017-18

Priority : <i>1. IRIS , 2. Writing , 7. Disadvantaged Children</i>							Lead : <i>Smith, Elizabeth</i>			
Objective : <i>EYFS: To increase the percentage of children reaching and exceeding Age Related Expectations in Writing.</i>							Linked SPM Objective Count : <i>0</i>			
Department : <i>Foundation Stage</i>										
Start Date : <i>01/09/2017</i>							Due Date : <i>31/08/2018</i>			
Success Criteria : <i>[1] 65% of children to reach or exceed ARE's in each year group.</i> <i>NB: Nursery 30-50s/s+; Reception 40-60s/s+ & Expected/Exceeding on ELG's</i> <i>[2] 90% of children to achieve 6 Steps progress.</i> <i>[3] 80% of children to achieve 7 Steps or more progress.</i>										
Activity/Task	Success Criteria	Personnel	Resources	Budget	Actual	Timescale	Training & Development	Monitoring	Review	Status
Nursery: Develop daily phonics teaching.	[1] Phonics taught daily using KTC learning lines. [2] Children develop greater phonological awareness. [3] 85% of children secure at Phase 1 by end of Summer Term.	AAll, LSmi, SKoo		£0.00	£0.00	31/08/2018	KTC Phonics Phase 1 Training £0.00			In Progress

Reception: Introduce daily shared writing.	[1] Marked improvement in children's writing ability. [2] Broader vocabulary and better understanding of basic sentence structure. [3] 65% of children achieving GLD in writing by the end of Summer Term.	EHar, HBro, LPaw, LSmi, SGra, LBoo		£0.00	£0.00	31/08/2018				In Progress
Nursery: Introduce daily shared reading.	[1] Greater exposure to sight words. [2] 85% of children secure on Set 1 by end of Summer 1st Half Term.	AAll, LSmi, SKoo		£0.00	£0.00	31/08/2018				In Progress
Evaluation Processes : * Half-termly internal writing moderation in school. * Bi-annual external moderation with schools from DG6 * Baseline assessment, mid-year and end-of-year assessments using Target Tracker statements.										
Overall Impact :										
Outcomes :										

Priority : 3. EYFS: 30 Hours [Nur] & Phonics [Rec] , 7. Disadvantaged Children **Lead :** Smith, Elizabeth

Objective : Nursery: To provide 30 hour funded childcare alongside existing 15 part-time provision. **Linked SPM Objective Count :** 0

Department : Foundation Stage

Start Date : 01/09/2017 **Due Date :** 31/08/2018

Success Criteria :
 [1] Happy children.
 [2] Satisfied parents.
 [3] Greater progress and attainment.
 [4] Improved transition between Nursery and Reception.

Activity/Task	Success Criteria	Personnel	Resources	Budget	Actual	Timescale	Training & Development	Monitoring	Review	Status
Move phase leader to Nursery to oversee first year of 30 hour provision.	[1] Smooth transition from 15 hour to tandem 15/30 hour provision. [2] Improved oversight and leadership of Foundation Stage as a whole. [3] Nursery provision more closely aligned with Reception.	LSmi		£0.00	£0.00	31/08/2018				In Progress
Modify Nursery base to improve free flow with Reception; create three separate key worker spaces; and upgrade kitchen facilities.	[1] Double doors installed between Cubs and Foxes. [2] Room by playground extended and redecorated. [3] Interactive screen fitted in new teaching	LSmi, PFow		£0.00	£0.00	31/08/2018				Completed

	area. [4] New kitchen units and appliances installed.									
Create new TA3 position to facilitate three key workers in the Nursery.	[1] Experienced member of staff recruited or promoted internally. [2] Three key worker groups established and staffed appropriately.	AAll, LSmi, SKoo		£0.00	£0.00	31/08/2018				In Progress
Improve lunchtime supervision of full-time Nursery children.	[1] Third lunchtime supervisor recruited and in place by start of Autumn Term.	LSmi, PFow		£0.00	£0.00	31/08/2018				Completed
Increase Nursery roll from 26 to 39 places.	[1] 39 children on roll on either part-time or full-time basis.	LSmi, PFow		£0.00	£0.00	31/08/2018				Completed
<p>Evaluation Processes :</p> <ul style="list-style-type: none"> * Regular feedback from staff about what's working well as well as any difficulties experienced throughout the year. * Verbal and/or written feedback from parents via the PTA, PAG and Parents' Evenings at least once a term. * Baseline assessment, mid-year and end-of-year assessments using Target Tracker statements. 										
<p>Overall Impact :</p>										
<p>Outcomes :</p>										

Priority : 3. EYFS: 30 Hours [Nur] & Phonics [Rec] , 7. Disadvantaged Children **Lead :** Smith, Elizabeth

Objective : Reception: To increase the percentage of children assessed as secure in Phase 3 phonics. **Linked SPM Objective Count :** 0

Department : Foundation Stage

Start Date : 01/09/2017 **Due Date :** 31/08/2018

Success Criteria :
 [1] Improved phonological awareness.
 [2] 85% of children to be able to read Sight Word Sets 1, 2 and 3 by end of Summer Term.
 [3] 85% of children assessed as being secure in KTC Phase 3 phonics by end of Summer Term.

Activity/Task	Success Criteria	Personnel	Resources	Budget	Actual	Timescale	Training & Development	Monitoring	Review	Status
Introduce daily shared reading and writing.	[1] Marked improvement in children's reading and writing ability. [2] Broader vocabulary and better understanding of basic sentence structure. [3] 85% of children able to read Sight Word Set 1 by Autumn 1; half of Set 2 by Autumn 2; all of Set 2 by Spring 1; and all of Set 3 by Summer 2.	EHar, HBro, LPaw, LSmi, SGra, LBoo		£0.00	£0.00	31/08/2018				In Progress
Refine and develop delivery of KTC phonics.	[1] Whole class KTC phonics being taught in both Reception classes. [2] Use of learning lines to facilitate differentiated support or teaching where necessary. [3] 85% of children	EHar, HBro, LPaw, LSmi, SGra, LBoo		£0.00	£0.00	31/08/2018	Phase 2 & 3 KTC Phonics Training £0.00			In Progress

	assessed as being secure in Phase 3 phonics by end of Summer Term.									
Introduce phonics and sight word homework.	[1] Additional phonics and sight word practice. [2] Improved home-school partnership with regard to children's phonological development.	EHar, HBro, LPaw, LSmi, SGra, LBoo		£0.00	£0.00	31/08/2018				Not Started
Evaluation Processes : * Half-termly testing of sight words. * Ongoing formative phonics assessment as part of daily teaching. * Termly summative phonics assessment.										
Overall Impact :										
Outcomes :										

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