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| **1. Objective** | **2. Success Criteria** | **3. Key Actions** | **4. Time and staff** | **5. Budgets &**  **Resources** | **6. Evaluation & Review** |
| **To ensure all pupils including pupil premium, SEN and high ability pupils make good progress.** | To match or exceed >80% GLD at the end of Reception class.  All key groups will make good progress from their starting points on entry. | 1. Ensure high quality early years planning is differentiated and effective to meet the needs of individual children.  2. Observe and monitor progression in teaching and learning and evaluate impact on pupil outcomes.  3. Monitor and evaluate the impact of speaking and communication, writing/phonics in relation to pupil outcomes for all pupils including key groups mentioned.  4. Use Tapestry in a systematic and effective way to evidence progress. | SLT  EYFS Leader  EYFS staff | Training time  observations |  |
| **To ensure the Early Years leader and staff maintain the consistent outstanding judgements.**  **Review attainment on entry systems in Nursery.** | Observations of both Nursery and Reception classes will clearly show outstanding early years provision. | 1. Carry out regular and systematic learning walks. 2. CPD including peer observations and observing best practice in outstanding early years providers. 3. Review assessment on entry to the Nursery. 4. Train support staff to be able to deliver high quality and effective early years provision. 5. To train all staff in the best and relevant use of Tapestry. | Observations and monitoring SLT and EYFS leader. | Non-contact time, Observation time |
| **To ensure all parents are effectively engaged in order to support their child’s early learning.** | All parents will understand and recognise how they can best support their child’s early learning. | 1. Enhance involvement through effective induction procedures. identified and up-to-date communication channels e.g. website, notice boards, newsletter, text service, email, parent meetings, EYFS brochure and Tapestry.  2. Host parent meetings regularly, ensuring that all parents are equipped and enabled to support their child’s learning.  3. Identify parents not engaging with their child’s learning and offer appropriate support.  4. Develop opportunities to engage with the parents providing coffee workshops and school leaflets to meet their specific needs for example in the teaching of phonics.  5. Monitor and evaluate parent and community involvement termly. | Induction meeting  termly cycle of monitoring and evaluation. | Ongoing update of communication channels including Tapestry. Parental access Autumn 2018.  Parent meetings and coffee morning sessions |