



**Shepherdswell Academy 2018-19**  
**Summer term EYFS Pupil Achievement Review**



<b>Well-being and Involvement</b>
<p>Well-being focuses on the extent to which pupils feels at ease, act spontaneously, show vitality and self-confidence</p> <p>Involvement focuses on the extent to which children are operating to their full capabilities. IN particular, it refers to whether the child is focused, engaged and interested in various activities.</p>

<b>Characteristics of Effective Learning</b>
Curiosity
Representing Experiences
Taking Risks
Concentration
Persistence
Sense of Achievement
Having own Ideas
Making Links
Reviewing

<b>Areas of Learning</b>
Personal, Social and Emotional Development (PSED)
Communication and Language (CL)
Physical Development (PD)
Literacy (L)
Mathematics (M)
Understanding the World (UW)
Exploring Art and Design (EAD)

**Context**

At the end of the Summer term The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. The EYFS profile data is used to:

- inform parents about their child’s development against the ELGs and the characteristics of their learning
- support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers
- help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

In addition, the EYFS profile provides an accurate national data set relating to levels of child development at the end of the EYFS. DfE uses this to monitor changes in levels of children’s development and their readiness for the next phase of their education, both nationally and locally.

The children are only assessed through observation of their independent play and explorations of their environment.

**Attainment**

Pupils are assessed against age-related expectations.

<b>WBT</b>	Working ‘Well Below Typical’ expectations for their age
<b>BT</b>	Working ‘Below Typical’ expectations for their age
<b>T</b>	Working at ‘Typical’ expectations for their age
<b>AT</b>	Working ‘Above Typical’ expectations for their age
<b>EXPECTED</b>	The percent of children who have achieved the early learning goal
<b>EXC</b>	The percent of children who have exceeded the early learning goal

**Cohort Information**

	All	Gender		Pupil Premium		EAL		SEN		Ethnicity		Class	
		Boys	Girls	Non PP	PP	Non EAL	EAL	Non SEN	SEN	White – British	Ethnic Minority	HH	SQ
<b>No.</b>	60	40	20	55	5	16	44	46	14	14	26	30	30
<b>%</b>		66%	34%	93%	7%	27%	73%	77%	23%	23%	43%	50%	50%

## Writing

Foundation Stage	Working at age expectations+				Working above age expectations			
	Baseline	Autumn	Spring	Summer	Baseline	Autumn	Spring	Summer
All	22%	61%	71%	83%	2%	9%	18%	34%
Squirrels	40%	71%	81%	89%	4%	15%	22%	37%
Hedgehogs	4%	54%	65%	76%	0%	4%	15%	38%
PP	0%	40%	40%	60%	0%	0%	0%	0%
NPP	23%	63%	73%	85%	2%	10%	19%	37%
Boys	14%	59%	72%	83%	0%	5%	13%	33%
Girls	39%	65%	67%	84%	6%	18%	28%	37%
SEND (inc. Dept)	0%	25%	25%	25%	0%	0%	0%	0%
Non-SEND	25%	68%	77%	92%	2%	11%	20%	39%
EAL	22%	71%	74%	92%	0%	6%	14%	30%
NEAL	21%	48%	64%	68%	4%	13%	23%	41%
WB	23%	41%	67%	75%	0%	8%	25%	42%
BME	21%	67%	72%	85%	2%	10%	16%	32%

GLD –Expected +	Exceeding
58%	10%

### Target Headlines- Baseline:

- **Class attainment**

There is a 36% gap between the two classes and this is due to the cohort of children that came in and the interests they displayed through child initiated learning while the baseline assessments were taken place. The baseline assessments were made by both class teachers for all the children in the setting.

- **Pupil Premium**

There is a 23% gap between the PP and NPP children. This is due to 1 PP child having an EHCP and a 1:1 TA and this child cannot access the foundation stage curriculum. The other 2 PP children came in as below and well below age related expectations from the EExBA baseline assessments. This gap will be monitored and targeted through twice weekly PP interventions with a pre teach and a post teach element to ensure new learning has been retained. These children will also be a weekly focus for OLP where bespoke next steps will be worked upon.

- **Boys**

There is a 25% gap between the boys and the girl's attainment for writing. This gap will be targeted through a child led learning environment and mark making opportunities to be set up in all areas of the provision.

- **SEND**

There is a 25% difference between SEND and Non-SEND and 0% of SEND children are working at age related expectations in writing. This is expected as all off these children have communication difficulties, which hinders progress in writing.

### Objectives:

- To use a range of resources to develop fine motor control for identified children
- Continue to engage boys in writing through exciting and stimulating child led learning
- OLP to focus on identified children, including additional green learner challenges for the most able.
- Develop 'I've been a writer' celebrations further to engage all children in purposeful writing experiences.
- Green Learner lanyards to include children's next steps for writing and any daily identified next step actions, with a particular focus on application of phonics and letter formation.
- Continue to ensure writing opportunities are in all areas both indoors and out
- Pupil premium children to receive weekly, timetabled additional OLP and focused intervention activities

## Target Headlines- Autumn

- **Class attainment**

The gap is closing between the two classes in foundation with now only a 17% gap in attainment for children working at age related expectations. This is due to 37% of children in hedgehogs' class coming in with a baseline assessment of well below typical. These children have had bespoke interventions put in place where they can work on their targets and move their learning forward through play and exploration. As the year goes on we expect this gap to continue to close with the strategies that have already been put in place.
- **Pupil Premium**

The gap between the pupil premium and non-pupil premium has stayed the same at 23%. This term two more children have been added to the pupil premium list who are twins in squirrels' class. Both these children came in with a baseline assessment of 'typical' and they are on track to make a GLD. However, as mentioned on the baseline heading the other 3 pupil premium children all were baselined as 'well below typical' and therefore outstanding progress has to be made for these children to reach age related progress. However, the two children (without EHCP) both made 6 months + progress from their baseline assessment to the end of Autumn term 2. These children will be continued to be targeted weekly through pupil premium interventions and additional objective led planning sessions in order to continue making outstanding progress.
- **Boys/Girls**

The gap between the boys and girls has closed from 25% after baseline to a 6% gap after Autumn term data submission. This is due to our child led curriculum and inspiring all children to be writers on a daily basis. We ensure that writing opportunities are available everywhere within the provision and we promote independent writing very positively.
- **SEND**

There is a 43% gap between SEND and non-SEND which has increased from the Baseline assessment. However, 25% of SEND children are now working at age related expectations in comparison to 0% after baseline.
- **Identified groups**

A gap has opened between EAL and NEAL children with 23% more of EAL children working at age related expectations. This is due to our bespoke Communication and Language and EAL intervention groups. We have a high proportion of children who speak EAL with only 42% of our children in the foundation stage speaking English at home. 13% of these children are in our communication department.

There is also a 26% gap opened up between WB and BME. This is due to only 22% of our children in FS being White British and 25% of our White British children are in our communications department.

## Objectives for the Spring Term:

- To continue with fine motor control interventions and daily funky fingers sessions.
- Continue to engage boys in writing through exciting and stimulating child led learning
- OLP to focus on identified children, including additional green learner challenges for the most able.
- Develop 'I've been a writer' celebrations further to engage all children in purposeful writing experiences.
- Green Learner lanyards to include children's next steps for writing and any daily identified next step actions, with a particular focus on application of phonics and letter formation.
- Continue to ensure writing opportunities are in all areas both indoors and out.
- Pupil premium children to receive weekly, timetabled additional OLP and focused intervention activities.
- Continue with EAL and CAL intervention groups to give children the opportunity to build complex sentences and to push for exceeding writers.

## Target Headlines- Spring

- **Class attainment**

There is still a 16% gap between the two classes, however, Hedgehogs' class have made 11% progress from the Autumn term to the Spring term and Squirrels' class have made 10%. This is due to the baseline assessments for Hedgehogs' class being 4% at age related expectations whereas Squirrels' class had 40% of children at age related from the baseline assessments. The gap has closed by 20% since baseline and through robust, personalised interventions will continue to close throughout the Summer term.

- **Pupil Premium**

The gap between the pupil premium and non-pupil premium has grown from 23% to 33%. Two pupil premium children in Squirrels' class are making age related progress in writing, however, the two children in Hedgehogs' class who came in as well below typical are still not making age related progress. These two children have both made 6 months progress since the Autumn term in writing and are both currently under investigation by our SENDCo for additional support. We have one pupil premium child in Hedgehogs' class who has an EHCP and a 1:1 because the statements on EExAT don't fit the small steps of progress they have made; they have remained on the same statements for writing since the Autumn term. However, they are now engaging fully in different mark making equipment and working on their fine motor control. All of our Pupil Premium children will continue to receive additional interventions twice weekly and during the Spring term our intervention lead met with all the parents and carers to offer home learning packs to support with their learning at home.

- **Boys/Girls**

The gap between the boys and girls has closed and reversed with a now 5% gap between the boys and the girls working at age related expectations. This closure in the gap is linked to the topic work we have put in place this term to engage the boys in writing. We have learnt about dragons, dinosaurs and superheroes which has been a great success with getting the boys in the setting to want to write and create independently. However, the gap for the percentage of girls working above age related expectations in writing has increased since the Autumn term from 13% to 15%.

- **SEND**

There is a 52% gap between the SEND and non-SEND which has increased by 9% since the Autumn term. This is due to the EExAT statements not working well for our children who are diagnosed with ASD, therefore these 5 children are not showing as making progress in literacy, however, they are making progress on the assessment system that we have in place for them. 25% of our SEND children have continued to make age related progress in writing.

- **Identified groups**

The gap between EAL and non EAL children has closed from 23% to 10%. Towards the end of this term we have had 3 more children join us who do not speak English at home. Our percentage of children who speak English at home has now dropped because of this from 42% to 39% and 14% of these children are in our communications department with an EHCP. However, when looking at the children who are working above age related expectations the gap is closed and reversed with 9% more NEAL children working above age related expectations.

The gap between WB and BME has closed to 5% and the gap is closed and reversed when looking at the children working above age related expectations with there being 9% more WB children working above age related expectations at the end of the Spring term.

## Objectives for the Summer Term:

- To target exceeding writers through fairy tale topic chosen by the children.
- To continue with fine motor control interventions and daily funky fingers sessions.
- Continue to engage boys in writing through exciting and stimulating child led learning.
- OLP to focus on identified children, including additional diving deeper challenges for the most able.
- To celebrate writing through our new light and bucket system.
- Green Learner lanyards to include children's next steps for writing and any daily identified next step actions, with a particular focus on application of phonics and letter formation.
- Continue to ensure writing opportunities are in all areas both indoors and out.
- Pupil premium children to receive weekly, timetabled additional OLP and focused intervention activities.
- Continue with EAL and CAL intervention groups to give children the opportunity to build complex sentences and to push for exceeding writers.

## Target Headlines- Summer

- **Class attainment**

The gap between classes has closed from 16% at the end of the Spring term to 13% at the end of the Summer term. From baseline both classes have made progress with Squirrels' class having 49% more children working at age related expectations at the end of the Summer term from baseline and Hedgehogs' class having 72% more children working at age related expectations at the end of the Summer term from the baseline assessment. The gap between children working above age related expectations has closed and reversed and there is now 1% between both classes.

- **Pupil Premium**

The gap between the pupil premium and non-pupil premium has closed from 33% to 25%. This is due to one of the children in hedgehogs' class making age related progress in the Summer term, due to the robust interventions we put in place to support them. We have one pupil premium child in Hedgehogs' class who has an EHCP and a 1:1 because the statements on EExAT don't fit the small steps of progress they have made; they have remained on the same statements for writing since the Autumn term. However, they are now engaging fully in different mark making equipment and working on their fine motor control. Another pupil premium child in Hedgehogs' class has been added to the SEND register during the Summer term and is receiving speech and language support. This in turn will help them to hear the sounds in words more clearly and will support them with their independent writing going forward into Year 1.

- **Boys/Girls**

The gap between the boys and girls has closed and reversed with only a 1% gap at the end of the Summer term of boys and girls working at age related expectations. The gap between boys and girls working above expectations has also closed to only 4%. The reason for the boys and girls working so closely together is because we ensure that all children foster a love for writing and all children are praised for any independent writing they produce. Through doing child led topics all the children get the opportunity to engage in something they love and have a real interest for. Watching the writing area become full of children wanting to independently write after a literacy lesson is always one of our favourite things to see as teachers.

- **SEND**

There is a 67% gap between the SEND and non-SEND which has increased by 15% since the Spring term. This is due to the EExAT statements not working well for our children who are diagnosed with ASD, therefore these 5 children are not showing as making progress in literacy, however, they are making progress on the assessment system that we have in place for them. 25% of our SEND children have continued to make age related progress in writing.

- **Identified groups**

The gap between EAL and non EAL children has increased to 24% more EAL children making age related progress at the end of the Summer term. 14% of our NEAL children are in our communications department with an EHCP. However, when looking at the children who are working above age related expectations the gap has increased with 10% more NEAL children working above age related expectations.

The gap between WB and BME has grown from 5% at the end of the Spring term to 10% at the end of the Summer term. However 10% more WB are working above age related expectations at the end of the Summer term.

### Objectives for the Autumn Term 2019 for Year 1:

- To continue to engage the boys in writing through opportunities in continuous provision and by following a child led curriculum.
- To continue to support the PP children through providing new and interesting resources and by offering a pre teach and post teach weekly.
- To continue to support the SEND children through setting achievable targets and by reviewing FACTs and PPPMs half termly.
- To continue to offer language and new vocabulary interventions to the children where English is not their first language.

### Objectives for the Autumn Term 2019 looking forward to the new EYFS cohort:

- To ensure all baseline assessments are accurate and robust and they are taken place when the child's well-being and involvement is high.
- To ensure there are writing and mark making opportunities both inside and outside that will promote a love of writing and mark making. For example, large chalks, mark making in sand, rolls of paper on the floor, different pens and tools to mark make, clipboards, post it notes etc.

- To engage boys in writing through exciting and stimulating child led learning.
- To set up our intervention timetable to ensure all children have access to the support they need to build up fine motor skills.
- To introduce our daily funky fingers session to improve fine motor skills for all.
- OLP to focus on identified children, including additional green learner challenges for the more able.
- Develop 'I've been a writer' celebrations further across both classes to engage all children in purposeful writing experiences.
- Green Learner lanyards to be continually developed to include children's smart, attainable next steps for writing/maths and any daily identified next step actions, with a particular focus on application of phonics and letter formation.
- Pupil premium children to receive weekly, timetabled additional OLP and focused activities.
- To provide daily green learner challenges in all areas of the setting linked to the learning taking place in literacy lessons with opportunities for the children to dive deeper with their learning.

## Reading

Foundation Stage	Working at age expectations+				Working above age expectations			
	Baseline	Autumn	Spring	Summer	Baseline	Autumn	Spring	Summer
All	27%	57%	74%	85%	2%	9%	21%	39%
Squirrels	40%	63%	85%	92%	4%	11%	26%	48%
Hedgehogs	15%	54%	69%	80%	0%	8%	19%	38%
PP	0%	0%	40%	60%	0%	0%	0%	0%
NPP	29%	63%	77%	87%	2%	10%	23%	43%
Boys	25%	59%	72%	83%	3%	8%	18%	40%
Girls	33%	53%	78%	90%	0%	12%	28%	37%
SEND (inc. Dept)	13%	26%	38%	38%	13%	13%	13%	13%
Non-SEND	30%	63%	79%	92%	0%	9%	22%	43%
EAL	25%	61%	77%	89%	3%	13%	17%	35%
NEAL	30%	52%	68%	77%	0%	4%	27%	45%
WB	31%	50%	66%	75%	0%	0%	33%	50%
BME	26%	60%	76%	87%	2%	12%	18%	36%

GLD –Expected +	Exceeding
64%	17%

### Target Headlines- Baseline:

- Class attainment**  
 There is a 25% difference between the two classes and this is due to the cohort of children that came in and the interests they displayed through child initiated learning while the baseline assessments were taken place. The baseline assessments were made by both class teachers for all the children in the setting.
- Pupil Premium**  
 There is a 29% gap between the PP and NPP children. This is due to 1 PP child having an EHCP and a 1:1 TA and this child cannot access the foundation stage curriculum. The other 2 PP children came in as below and well below age related expectations from the EExBA baseline assessments. This gap will be monitored and targeted through twice weekly PP interventions with a pre teach and a post teach element to ensure new learning has been retained. These children will also be a weekly focus for OLP where bespoke next steps will be worked upon.
- Boys/Girls**  
 There is an 8% gap between the girls and the boy's attainment in reading. This will be targeted initially through physical, engaging phonics lessons to help all children retain new sounds and be able to identify these in words.
- Identified groups**  
 There is a 5% gap between EAL and NEAL and a 5% gap between WB and BME children. This gap will be targeted through weekly EAL interventions to help the children pick up new English vocab which will aid them in sounding out English words and recalling stories.

### Objectives:

- OLP to focus on identified children, including additional green learner challenges for the most able when identified
- Develop continuous learning opportunities further for reading HFWs, further engaging all children in purposeful and fun reading opportunities.
- Target reader group and additional 1:1 reading for pupil premium children
- Target reader group for children who receive less support at home
- Green Learner lanyards to be developed further to include children's next steps and any daily identified next step actions, with a particular focus on application of phonics for reading and HFWs.
- Daily phonics to learn new sounds, blending of CVC words and sight recognition of red words
- Reading opportunities to be found in all areas of the provision

## Target Headlines- Autumn

- **Class attainment**

The gap between the two classes for reading has closed from 25% at baseline to 9% at the end of the Autumn term. This is down to target readers interventions alongside phonics boost interventions. There has also been a big emphasis to parents about the importance of reading at home at least 5 times and week and the support the children have received at home means that progress is being made.

- **Pupil Premium**

The gap between pupil premium and non-pupil premium has increased from 29% to 63% (34%). This is due to 0% of pupil premium children working at age related expectations in reading. All pupil premium children (not including EHCP) have made 6-12months progress from their starting points in reading. They are lower than some of their peers due to their low starting points. Through target reader interventions we are hoping to close the gap.

- **Boys/Girls**

The gap has reversed in reading from the boys being 8% lower to the girls now being 6% lower. This has been achieved through physical phonics and reading opportunities being set up in all areas of the provision.

- **Identified groups**

The gap has reversed between the EAL and NEAL children with 9% more NEAL children working at age related expectations. This is because we have a high proportion of children who speak EAL with only 42% of our children in the foundation stage speaking English at home. 13% of these children are in our communication department. The gap has also reversed between the WB and the BME children with 10% more BME children working at age related expectations. This is due to only 22% of our children in FS being White British and 25% of our White British children are in our communications department.

We run weekly communication and language, listening and attention and English as an additional language intervention groups, alongside target readers and phonics boost. This has ensured that the children who do not speak English as their first language at home are still getting the support they need to learn new vocabulary etc. Through QFT a lot of new vocabulary is repeated with the 'my turn, your turn' approach.

## Objectives for the Spring Term:

- OLP to focus on identified children, including additional green learner challenges for the most able when identified.
- Develop continuous learning opportunities further for reading HFWs, further engaging all children in purposeful and fun reading opportunities.
- Target reader group and additional 1:1 reading for pupil premium children.
- Target reader group for children who receive less support at home.
- Meet with parents and carers who do not support with reading at home.
- Green Learner lanyards to be developed further to include children's next steps and any daily identified next step actions, with a particular focus on application of phonics for reading and HFWs.
- Daily phonics to learn new sounds, blending of CVC words and sight recognition of red words.
- Reading opportunities to be found in all areas of the provision.

## Target Headlines- Spring

- **Class attainment**

The gap between the two classes has grown from 9% to 16%. This is due to six children in Squirrels' class already reading blue books and a higher percentage of the children in Squirrels' class being able to blend words together. The gap is being targeted through phonics boost interventions and target readers. All the cohort of children are also grouped in phonics lessons, dependent on their personal targets for reading and phonic knowledge.

- **Pupil Premium**

The PP gap has decreased by 26% with now a 37% gap between the PP and non PP children. During the Spring term the intervention lead met with all the parents and carers of the PP children and issued them all with a learning pack for home. Within the learning pack there was a set of books and we talked about the importance of reading books together for pleasure at home as well as reading school books. The children also received a leap pad where they can play phonic and reading games at home. The leap pad is brought back in to school on the days where the children receive PP interventions and the lead intervention TA plays games with them on the leap pads to ensure that they understand how to access the different learning games at home.

- **Boys/Girls**

The gap between the boys and girls has closed and reversed again with now the girl's attainment being 6% higher than the boys. There are also 10% more girls working above age related expectations. The gap will be targeted through more active phonics lessons outside during the Summer term.

- **SEND**

There is a 41% gap between the SEND and Non-SEND this has increased by 4% since the Autumn term. This is due to the EExAT statements not working well for our children who are diagnosed with ASD, therefore these 5 children are not showing as making progress in literacy, however, they are making progress on the assessment system that we have in place for them. The amount of SEND children working at age related expectations has increased by 12% and 13% are still working at above age related expectations.

- **Identified groups**

The gap between EAL and non EAL children has remained at 9%, however, when looking at the percentage of children working above age related expectations the gap has reversed and now 10% more NEAL children are working above age related expectations.

The gap between WB and BME has remained at 10% with more BME children achieving age related progress, however, the gap between WB and BME has closed and reversed when looking at children working above age related expectations with 15% more WB children working above age related progress.

## Objectives for the Summer Term:

- More physical phonics sessions to be set up outside during the Summer term.
- More reading opportunities outside linked to the learning e.g. information about the pond/ lifecycles etc.
- Target readers to focus on children targeted for GLD who need extra support.
- OLP to focus on identified children, including additional diving deeper challenges for the more able when identified.
- Additional 1:1 reading for PP children, alongside reading/phonics games on the leap pads.
- Meet with parents and carers who do not support with reading at home and discuss expectations going forward.
- Reading opportunities in all areas of the provision. All reading opportunities to be purposeful and fun.

## Target Headlines- Summer

- **Class attainment**  
The gap between the two classes has closed from 16% to 12%. Both classes have made excellent progress since the baseline assessments with 52% more Squirrels' children working at age related expectations at the end of the Summer term and 65% more Hedgehogs' children working at age related expectations at the end of the Summer term.
- **Pupil Premium**  
The PP gap has decreased again by 10% with now a 27% gap between the PP and non PP children. This is due to the robust interventions that have taken place with the PP children during the Summer term, along with the partnership with parents that we have promoted throughout the year getting stronger. However, the gap of children working above age related expectations has increased by 20% from the Spring term with now 43% more NPP children working above age related expectations. This is due to out of the 5 PP children we have 1 of these children has an EHCP and full time 1:1 support and another of the PP children have been put on the SEND register for SALT during the Summer term. With the SALT interventions now taking place this child will continue to make progress with their reading during their time in Year 1.
- **Boys/Girls**  
The gap between the boys and girls has increased by 1% with now the girl's attainment being 7% higher than the boys. However, the gap between boys and girls working above age related expectations has closed from 10% in the Spring term to just 3% in the Summer term.
- **SEND**  
There is a 54% gap between the SEND and Non-SEND this has increased by 13% since the Spring term. This is due to the EExAT statements not working well for our children who are diagnosed with ASD, therefore these 5 children are not showing as making progress in literacy, however, they are making progress on the assessment system that we have in place for them. The amount of Non SEND children working above age related expectations has increased since the Spring term to 30%.
- **Identified groups**  
The gap between EAL and non EAL children has increased from 9% in the Spring term to 12% at the end of the Summer term, however, when looking at the percentage of children working above age related expectations the gap has remained at 10% more NEAL children are working above age related expectations.  
The gap between WB and BME has increased from 10% at the end of the Spring term to 12% at the end of the Summer term with more BME children achieving age related progress, however, 14% more WB are working above age related expectations at the end of the Summer term.

### Objectives for the Autumn Term 2019 for Year 1:

- To continue to engage the boys in reading through opportunities in continuous provision and by following a child led curriculum.
- To continue to support the PP children through additional reading sessions with a teacher or TA to practise fluency and sight recognition of key words.
- To continue to support the SEND children through setting achievable targets and by reviewing FACTs and PPPMs half termly and continuing to share the importance of reading at home with the families.
- To continue to offer language and new vocabulary interventions to the children where English is not their first language.

### Objectives for the Autumn Term 2019 looking forward to the new EYFS cohort:

- To ensure all baseline assessments are accurate and robust and they are taken place when the child's well-being and involvement is high.
- To promote a love of listening to stories and reading.
- To instil the importance of reading at home to the parents and carers during our Autumn term parents meeting.
- To ensure the parents are aware of our '5 a week' reading challenge at home.
- OLP to focus on identified children for high frequency word recognition, including additional green learner challenges for the most able.
- Develop continuous learning opportunities further for reading HFWs, further engaging all children in purposeful and fun reading opportunities.
- To set up a target reader group and additional 1:1 reading for pupil premium children.
- To provide a challenge intervention group for identified children.

- To ensure books are accessible in all areas of the provision including the outdoor area.

## Maths

(EYFS data is for the number area of learning)

Foundation Stage	Working at age expectations+				Working above age expectations			
	Baseline	Autumn	Spring	Summer	Baseline	Autumn	Spring	Summer
All	40%	68%	81%	85%	0%	22%	44%	44%
Squirrels	43%	67%	89%	88%	0%	26%	41%	44%
Hedgehogs	37%	69%	77%	81%	0%	19%	54%	50%
PP	0%	60%	80%	60%	0%	0%	20%	0%
NPP	42%	69%	81%	87%	0%	24%	46%	48%
Boys	41%	70%	80%	85%	0%	19%	44%	45%
Girls	39%	64%	83%	84%	0%	29%	44%	42%
SEND (inc. Dept)	13%	26%	38%	38%	0%	13%	0%	13%
Non-SEND	45%	76%	88%	92%	0%	24%	51%	49%
EAL	34%	67%	88%	90%	0%	19%	37%	41%
NEAL	48%	69%	73%	77%	0%	26%	55%	50%
WB	46%	75%	75%	75%	0%	17%	58%	42%
BME	38%	67%	82%	88%	0%	24%	40%	45%

GLD –Expected +	Exceeding
67%	24%

### Target Headlines- Baseline:

- Pupil Premium**

There is a 42% gap between the PP and NPP children. This is due to 1 PP child having an EHCP and a 1:1 TA and this child cannot access the foundation stage curriculum. The other 2 PP children came in as below and well below age related expectations from the EExBA baseline assessments. This gap will be monitored and targeted through twice weekly PP interventions with a pre teach and a post teach element to ensure new learning has been retained. These children will also be a weekly focus for OLP where bespoke next steps will be worked upon.

- Identified groups**

There is a 12% gap between the EAL and NEAL children and an 8% gap between BME and WB children. This will be targeted to close through teaching using the maths mastery approach. This means that the children are taught to answer in full sentences which gives them a better understanding of the mathematical process but also helps them to pick up and retain new mathematical vocabulary. EAL weekly interventions will also focus on key mathematical vocab to help the children to retain the new words.

### **Objectives:**

- Provide daily 'green learner' challenges, including additional challenges for children meeting ELG
- Continue to develop a maths mastery approach to class teaching to help with key vocab and maths sentence structures
- Further develop opportunities for children to access SSM activities throughout the learning environment
- Green Learner lanyards to include children's next steps and any daily identified next step actions, with a particular focus on progress towards maths ELGs.
- Additional OLP and intervention support weekly for PP children and those identified as needing additional support
- Maths vocab to be covered in EAL interventions

## Target Headlines- Autumn

- **Pupil Premium**

The gap between the pupil premium and non-pupil premium has closed from 42% to 9%. This is due to two more children who are high attainers in number being added to our pupil premium register. The closing of the gap is also due to weekly OLP interventions which focus on the children's bespoke next step targets for mathematics. Maths is always a focus during pupil premium intervention groups which are run twice weekly as a pre teach and post teach.

- **Boys/Girls**

The gap between boys and girls has increased slightly with 6% more boys achieving age related progress, however, 10% more girls are achieving above age related progress.

- **SEND**

The gap between SEND and Non-SEND has grown from 32% to 50% (increase of 18%). This is due to Non-SEND children achieving their maths next steps and moving their own learning on independently. However, 13% (1 child) in our SEND group is working above age related expectations. This gap is being targeted with the SEND children in mainstream through plan, do, review, cycle targets and maths interventions during continuous provision.

- **Identified groups**

The gap between EAL and NEAL has closed to only 2% and this is due to teaching mathematics through the mastery approach. Mastery maths has a real key focus on mathematical vocabulary and getting children to speak in full mathematical sentences. Mathematical language acquisition has also been a key focus during maths interventions. The gap between WB and BME has remained at 8%.

## Objectives for the Spring Term:

- Provide daily 'green learner' challenges, including additional challenges for children meeting ELG
- To put emphasis on our saying that 'maths is everywhere' through setting a home learning challenge to find mathematics in the environment at home.
- Continue to develop a maths mastery approach to class teaching to help with key vocab and maths sentence structures
- Further develop opportunities for children to access SSM activities throughout the learning environment
- To include SSM activities during maths interventions.
- Green Learner lanyards to include children's next steps and any daily identified next step actions, with a particular focus on progress towards maths ELGs.
- Additional OLP and intervention support weekly for PP children and those identified as needing additional support
- Maths vocab to be covered in EAL interventions
- To ensure there are opportunities set up for maths in all areas of the provision.

## Target Headlines- Spring

- **Class attainment**

The gap between classes has closed and reversed with 12% more children in Squirrels' class working at age related expectations. However, the gap between classes when looking at children working above age related expectations has also closed and reversed with 13% more children in Hedgehogs' class working above age related expectations. Our progress in Maths across both classes is due to our own personalised mastery approach which helps the children to understand number and helps them to retain new mathematical language.

- **Pupil Premium**

The gap between PP and Non-PP children has closed from 9% to 1%. This is due to our PP children working on their bespoke maths targets during OLP. However, the gap between PP and Non-PP children has increased by 2% when looking at the percentage of children working above age related progress.

- **Boys/Girls**

The gap between boys and girls has closed and reversed with 3% more girls working at age related progress. When looking at the percentage of children working above age related progress both the boys and the girls have the same percentage of 44%. However, we have 21 more boys than girls, so as girls count for a higher percent each it means the girls are achieving higher.

- **SEND**

The gap between SEND and Non-SEND has remained the same as the Autumn term at 50%. The amount of SEND children working at age related expectations has increased by 12% from the Autumn term. When looking at the percentage of children working above age related expectations the gap has increased to 51%.

- **Identified groups**

The gap between EAL and NEAL has closed and reversed with 15% more EAL children working at age related expectations. This is due to our EAL interventions focusing on mathematical language and concepts, which has helped our EAL children make fantastic progress. By using parts of the mastery approach when teaching mathematics because we speak in full sentences and do a lot of my turn, your turn work it helps the EAL children pick up and retain the language. The gap between children making above age related progress has also closed and reversed with 18% more NEAL children achieving above age related expectations.

The gap between WB and BME has also closed and reversed with 7% more BME children making age related progress. However, the gap between children making above age related progress has also closed and reversed with 18% more WB children working above age related expectations.

## Objectives for the Summer Term:

- To ensure that maths interventions are done through child initiated play.
- More emphasis on mathematical learning to be taken outside during active play sessions with the use of timers, tape measures etc.
- Green learner challenges to be provided daily, alongside additional diving deeper challenges for the more able.
- Maths' is everywhere home learning challenge to be set.
- Continue to develop maths mastery teaching and incorporate this when looking at some of the exceeding descriptors of mathematics.
- More cooking opportunities for the children to encourage SSM language, along with opportunities for children to make their own playdough each week.
- To ensure SSM is also covered in maths interventions.
- Green learner lanyards to include children's next steps and any daily identified next step actions, with a particular focus on progress towards the maths ELGs.
- Additional weekly OLP and intervention support for PP children as well as those identified as needing additional support.
- Maths vocab to be recapped in EAL interventions.
- Ensure there are always maths opportunities available in all areas of the provision.

## Target Headlines- Summer

- **Class attainment**

The gap between classes has closed from 12% more children in Squirrels' class working at age related expectations at the end of the Spring term to 7% more at the end of the Summer term. The gap between children working above age related expectations has also closed from 13% more children in Hedgehogs' class working above age related expectations at the end of the Spring term to 6% more at the end of the Summer term. Our progress in Maths across both classes is due to our own personalised mastery approach which helps the children to understand number and helps them to retain new mathematical language. The children have made excellent progress from their baseline assessments with 45% more Squirrels' children working at age related expectations at the end of the Summer term and 44% more working above age related expectations. In Hedgehogs' class 44% more children were working at age related expectations at the end of the Summer term and 50% more working above age related expectations on exit.

- **Pupil Premium**

The gap between PP and Non-PP children has increased from 1% at the end of the Spring term to 27% at the end of the Summer term. This is due to 2 of our 5 PP children being on the SEND register. All mainstream PP children have made outstanding progress since their starting points.

- **Boys/Girls**

The gap between boys and girls has closed and reversed with 1% more boys working at age related expectations on exit. When looking at the percentage of children working above age related progress 3% more boys are working above on exit. However, we have 21 more boys than girls, so as girls count for a higher percent each it means the girls are achieving higher. The high attainment for boys is due to maths being accessible in all areas such as the construction area, water play, digging pit, mud kitchen etc.

- **SEND**

The gap between SEND and Non-SEND has increased from 50% at the end of the Spring term to 54% on exit. When looking at the percentage of children working above age related expectations the gap has closed from 51% at the end of the Spring term to 36% at the end of the Summer term. This is due to one of our SEND children (13%) achieving above age related expectations in number on exit.

- **Identified groups**

The gap between EAL and NEAL has closed from 15% more EAL children working at age related expectations at the end of the Spring term to 13% at the end of the Summer term. The gap between children making above age related progress has also closed from 18% more NEAL children achieving above age related expectations at the end of the Spring term to 9% more NEAL achieving above age related expectations on exit.

The gap between WB and BME increased from 7% more BME children making age related progress at the end of the Spring term to 13% at the end of the Summer term. The gap between children working above age related expectations has also closed and reversed since the Spring term with 3% more BME children working above age related expectations on exit.

### Objectives for the Autumn Term 2019 for Year 1:

- To continue to engage all children in maths through cross curricular activities and by ensuring maths opportunities are available in all areas of continuous provision in order to give the children the opportunity to practise the skills learnt and apply them to different scenarios.
- To support the PP children through providing new and interesting resources and by offering a pre teach and post teach weekly.
- To continue to support the SEND children through setting achievable targets and by reviewing FACTs and PPPMs half termly.
- To continue to offer mathematical language and new vocabulary interventions to the children where English is not their first language and to target these children during continuous provision to practise mathematical language when they are immersed in an activity of their choosing.

### Objectives for the Autumn Term 2019 looking forward to the new EYFS cohort:

- To ensure all baseline assessments are accurate and robust and they are taken place when the child's well-being and involvement is high.
- To instil a love of maths by introducing short, fun, hands on maths sessions.
- Provide daily 'green learner' challenges, including additional challenges for more able.
- Continue to develop a maths mastery approach to class teaching

- To continue to use the my turn your turn teaching approach when introducing new language to ensure it is understood by all children
- Further develop opportunities for children to access SSM activities throughout the learning environment
- To ensure maths is accessible to all and in all areas of the learning environment, to help the children assimilate new ideas through practise, exploration and extension, during fun, rich and captivating experiences.
- Green Learner lanyards to be developed further to include children's next steps and any daily identified next step actions, with a particular focus on number formation.
- To continue with the challenge intervention group for identified children.
- Number intervention group to be set up.
- Additional OLP and intervention support weekly for PP children and those identified as needing additional support
- To develop the mathematical opportunities outside with clear links to maths during active play session.