



## The Meadow Community Primary Subject Action Plan 2021-22

**Subject/Area: EYFS**

**Leader(s): Jill Wood**

### Quality of teaching and learning; *outcomes for children*

<b>Activities and improvements during the year 2021/2022</b>	<ul style="list-style-type: none"><li>• The refurbishment of the whole base creating a more inviting environment and is purposeful for the EYFS curriculum and outdoors is continuing to be developed.</li><li>• Phonics was adapted to ensure children's sound knowledge and basic blending skills ready for year 1. This included videos for the website to help parents support their child's reading skills</li><li>• Children who didn't read at home or return their book were read with in school at least once a week.</li><li>• Children's wellbeing was supported when they returned after lockdown.</li></ul>
Overall evaluation of impact on area	<ul style="list-style-type: none"><li>• The majority of children's phonics knowledge was secured to prepare them for year 1.</li><li>• Children were ready to continue their learning after lockdown and continued to make progress.</li></ul>

### Judgement (pick one based upon the above evaluation):

Outstanding	<b>Good</b>	Requires improvement
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### On the basis of this information, what are your key priorities for development? (up to 3)

<ul style="list-style-type: none"><li>• 1. Implement the new EYFS curriculum including the new way of assessing</li></ul>
<ul style="list-style-type: none"><li>• <b>2. Improving outcomes for Pupil Premium children including reading progress.</b></li></ul>
<ul style="list-style-type: none"><li>• 3. <b>Closing the gap</b>- closing the gap between girls and boys especially in reading, writing and Maths.</li></ul>



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<b>Improvement plan for the year 2021-2022</b>						
<b>What</b> do we want to improve? (area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported (e.g. governor)?	<b>Relevant links to School priority 1,2,3 or 4</b>
<b>Ensure the new EYFS curriculum is implemented.</b>	<ul style="list-style-type: none"> <li>• Ensure training for the EYFS and teaching staff</li> <li>• Attend any meetings relevant to implementing the new curriculum including the symphony meetings</li> <li>• Staff are aware of the main focuses of the new curriculum</li> <li>• Subject leaders are aware of how preschool and Foundation feed into the National Curriculum</li> </ul>	<b>Autumn term</b>	The new curriculum is implemented and children are reaching the expected standard	Training if needed	JW  Report to MB	<b>1, 3</b>
<b>Pupil premium outcomes with an emphasis on reading</b>	<ul style="list-style-type: none"> <li>• Read daily with the pupil premium children including stories</li> <li>• Opportunities for PP children to have concentrated phonics session</li> <li>• PP children are taught basic reading, writing and maths skills weekly.</li> </ul>	<b>Starting Autumn 2 &amp; continuing throughout the year</b>	PP children's reading skills increase to nearer the expected level.  <b>Improved GLD</b>	N/A	JW/CH to monitor weekly.  Report to MB.	<b>1</b>
<b>The gap between boys and girls in reading and writing.</b>	<ul style="list-style-type: none"> <li>▪ Ensuring in the continuous provision that tasks are challenging and set for all children to access</li> <li>▪ Incentive scheme for reading at home.</li> <li>▪ Phonics groups meet the needs of the children</li> <li>▪ Books are at the correct level for the child and using the new book monitoring system</li> <li>▪ CLL and Literacy in the continuous provision promotes reading</li> </ul>	<b>Begin in the Autumn Term and continue throughout the year.</b>  <b>Moderate at the end of each term to ensure the books are at the correct level.</b>	The gap between girls and boys attainment is nearer to national  <b>Improved GLD</b>	N/A	JW/CH to monitor 4 weekly.  Report to MB.	<b>1</b>



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Improvement plan for the year 2021-2022						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to <b>whom</b> will this be reported (e.g. governor)?	Relevant links to <b>School priority 1,2,3 or 4</b>
<b>Subject specific tasks for the year</b>	<b>Autumn 2021</b>		<b>Spring 2022</b>		<b>Summer 2022</b>	
	<ul style="list-style-type: none"> <li>Plan in CLL to ensure staff understand the need for questioning</li> <li>Identify PP children for intervention group</li> <li>Set up PP basic skills tasks</li> <li>Plan in Fine motor skills weekly in the continuous provision.</li> <li>Daily big moves sessions for identified children</li> <li>Monitor baseline data and end of Autumn term data to evaluate the gaps using on/off track</li> <li>Ensure phonics is taught and the sounds embedded in the continuous provision</li> </ul>		<ul style="list-style-type: none"> <li>Use assessments to group children for teaching sessions</li> <li>Identify reading and number intervention groups</li> <li>Maths tasks are number based to meet basic skills for subitising, addition and subtraction</li> <li>Phonics planning includes reading and writing skills</li> <li>Monitor data for gaps and set up intervention gaps for PP and boys in reading and maths</li> </ul>		<ul style="list-style-type: none"> <li>Challenges for the children to deepen their thinking.</li> <li>Assess reading data to fill gaps and ensure progress and attainment especially for PP and boys.</li> <li>Children who are at the expected level are year 1 ready</li> <li>Preschools are visited to meet the new children and information is gained</li> </ul>	