



Target	Milestones	Cost	Expected Impact	Monitoring	Evaluation
<p>Improve boys' attainment in reading, writing and maths by July 2018.</p>	<p>In 16-17 55% of boys achieved GLD and 81% of girls achieved GLD. GLD gap between boys and girls end of 16-17 is 26%</p> <p>All boys targeted and challenged to complete a fine motor reading and writing task within the areas each week. (ongoing)</p> <p>Target manager to model daily the Maths, Reading and Writing challenges in the Outdoor Area each week (Ongoing)</p> <p>September: All pink readers identified All pink readers who are blending to be identified as daily readers.</p> <p>Accurate Baseline to completed (Sept 2017)</p> <p>Meaningful opportunities linking reading and writing around a central theme to be incorporated into continuous provision (Sept 2017)</p> <p>High frequency words for each reading band broken down in weekly planning and taught discreetly outside of the RWI sessions. (Sept 2016-ongoing)</p> <p>Pupil's with additional need are quickly identified and supported (Oct 17)</p> <p>EG to contact cluster and arrange to join EYFS moderation cluster. (December, April)</p> <p>EG to lead internal moderation between Nursery and Reception (September, December, March, June).</p> <p>Internal moderation to include Year 1 teachers to agree judgements on ELG (May).</p> <p>Construction Area to include a purposeful Maths challenge each week. (ongoing)</p> <p>N. Prickett to target 10 key, mainly pupil premium children, who are borderline for GLD (Jan-March). No significant gap between boys and girls</p>	<p>Construction equipment: £300</p> <p>Giant Numicon: £300</p> <p>Continuous provision resources: £400</p>	<p>Boys' writing attainment is at least 71% by June 18.</p> <p>Boys' reading attainment is at least 76% by June 18.</p> <p>All Reception children to be on red by November.</p> <p>Boys' maths attainment is at least 71% by June 18.</p> <p>All pupils make at least expected progress from their starting points in reading, writing and maths.</p>	<p>Review samples at SLT meetings and moderation.</p> <p>EYFS leader and SLT hear children read. Tracking on the reading scheme.</p> <p>Observations and discussions with pupils by EYFS lead and SLT.</p> <p>EG to check that assessed age bands are consistent with other settings.</p>	
<p>Improve frequency and quality of communication with parents</p>	<p>EG to contact SPTO and ensure that they are able to have learning journeys accessible for parents (October)</p> <p>Half-termly newsletter to be sent home, informing parents of the topic and ways they can support at home.</p>		<p>90% of children to be reading at home each evening.</p>	<p>EG to ensure mini reports with targets get sent home each half term (Nursery and Reception).</p>	



	<p>Make learning journeys on SPTO available to parents (December)</p> <p>Have parent open evenings so parents can speak to the teacher and view up-to-date journeys (Oct, Nov, Feb, April, June)</p> <p>Hold workshops (September, Jan) – RWI/ reading (Nursery and Reception), dough disco (Nursery)</p> <p>Website to be updated regularly by class teachers.</p> <p>Liaise with attendance officer over punctuality and attendance of white British boys (Sep) over targeted communication to parents</p>			<p>EG to ensure that parents are able to access the learning journeys on SPTO.</p>	
<p>Ensure that teaching and learning in EYFS is outstanding overall</p>	<p>Performance Management for AD, HB, and RM have clear goals on attainment and practice. (Oct 2016)</p> <p>Regular monitoring of planning ensures high quality provision by E. Gale and appropriate feedback to be given to staff to ensure development (Sept 2016-ongoing)</p> <p>Purposeful writing opportunities to be incorporated into the planning and CP each week (Sept 2016)</p> <p>High frequency words for each reading band broken down in weekly planning and taught discreetly outside of the RWI sessions. (Sept 2016-ongoing)</p> <p>Formal observations show consistent good and outstanding progress throughout EYFS</p>		<p>Most pupils to make outstanding progress (at least 4 sublevels) from their starting points in all 7 areas.</p> <p>Progress of pupil premium children for Reading (RWI and book bands) and Writing to be judged outstanding overall</p>	<p>Regular 'drop ins' and formal observations by EG and SLT to assess quality of teaching (Sept, Oct, Nov, Dec 2016)</p> <p>Samples of pupil's written Literacy/Numeracy work to be scrutinised by EG and SLT and feedback given (Oct, Dec 2016 Feb, Apr 2017)</p> <p>Regular identified learning walks to monitor provision of pupil groups in EYFS (Dec, Feb, Apr 2017)</p>	
<p>To ensure challenging physical opportunities improve Physical Development outcomes</p>	<p>Nursery and Reception to plan for outdoor provision together (ongoing).</p> <p>Each week to provide a challenging physical task, incorporating reading, writing and maths (ongoing).</p> <p>Have timed physical challenge each week e.g. obstacle course, mini races etc. Target manager to model daily and ensure all children complete the challenge (ongoing).</p> <p>Introduce leader board and ensure all children are exposed to it. All Reception to be able to record on it (Oct)</p>	<p>Develop outdoor area: £2000</p>	<p>90% of children to achieve ELG for Physical Development</p>	<p>Regular monitoring of planning by E. Gale and appropriate feedback to be given to staff to ensure development (Sept 2016-ongoing)</p>	