

Action Plan for Early Years 2016-2019

Subject Leader(s): Jane Mumby

Subject Governor: Sue Jane

Development target Highlight when achieved & comment	Action Needed	Actioned by	Training / Budget	Success Criteria & time scale	Annual Review comments
Numicon embedded	Plan weekly lessons using Numicon Maximise opportunities to use it through continuous provision (CP). visit / speak to other settings that use it and 'maggie' good ideas from them.	JM BD	none	Planning shows that Numicon is embedded CP has many and ever changing opportunities for its use. Dec 16	Numicon embedded in planning. Numicon available in both indoor and outdoor settings Good ideas gathered from other ELP schools at EY confederation meetings
Boys and reading – our baseline data this year shows the biggest gap in attainment is between boys and girls in reading	Intervention groups for boys reading Boy friendly materials to support with phonic & reading skills in activities & CP. Involve parents of boys who are underperforming / struggling	JM BD All TAs	none	Gap between boys and girls in reading closes. July 17	The gap has closed dramatically. The baseline scores were 9.9 for the girls and 9.1 for the boys. The end of year results were girls 14.3 & boys 14.2, which is a pleasing move. However we are mindful
Outdoor area – writing Writing area is underused this year. We need to make this area enticing and also encourage writing to take place throughout the outdoor area.	Involve the children in the revamp of the writing area 'Writing stations' around the outdoor area mean that writing becomes part of all learning. Trial use of pencil cases, bum bags, builders boxes etc to encourage writing. Respond to feedback from children and make adaptations.	JM	none	Observational evidence shows that writing is a key part of learning in the outdoor area. Easter 17 Children access resources as a matter of course. Easter 17	Generally the cohort last year were quite keen writers. Both boys and girls enjoyed writing there but the main issue was encouraging writing in all areas of the setting. Writing area given a small revamp but this could be built on with new cohort. Writing stations were trialed but not a great success. New pencil cases were bought and chosen by the children, which meant they were used more regularly.
Leuven scales of well-being introduced as a means to ensure that all children are happy and relaxed at school and therefore in the best possible position to learn.	Grid devised to assess each child's well-being and involvement against these scales. Possibly add to the data spreadsheet? Devise a programme of support for any children who are raised as a cause for concern.	JM	none	Leuven scales in use by end of Nov 16 Children whose score is low are identified and groups / support in place by end of autumn term.	Leuven scales used and updated each half term. Children with low scores were discussed and both individual and group interventions were put in place to support where required. We will continue with this next year.