



**2023 – 2024**

# LITTLE EATON PRIMARY SCHOOL

## SCHOOL DEVELOPMENT PLAN

We have recently reviewed our School Improvement Plan (SIP) in order to ensure continued & sustained improvement at Little Eaton Primary School. The new SIP, which is officially launched in September, builds on previous progress that the school had made since its Ofsted inspection in 2022

Evidence tells us that our Core Priorities for 2023/2024 are:

- Prioritise the needs of vulnerable learners including disadvantaged pupils.
- Raise levels of attainment and progress across the school in writing and maths
- Embed our curriculum (knowledge progression and assessment)
- Build resilience in our children and move our RSE programme from compliant to quality
- Build aspiration through the development of STEM in the school

2023-2024 SCHOOL DEVELOPMENT PLAN – OVERVIEW

Key area	SIP Provisional priorities 2023/2024	Why has this priority been identified?	Where will you seek further school improvement support from?
<b>The quality of education</b>	<p>Continue to focus upon Outstanding practice across the whole curriculum, especially writing and maths                      Prioritise the needs of vulnerable learners including disadvantaged pupils in reading, writing and maths</p> <p>Complete phase 2 of maths hub work</p>	<p>Levels of attainment and progress at KS2 in maths and writing are closing but still do not maths for Exp+ or Greater Depth</p> <p>This is an extension of the previous year’s successful priority.</p>	<p>Maths hub training                      Lesson study                      Talk 4 Writing training – external and internal</p>
<b>Behaviour and Attitudes &amp; Safeguarding</b>	<p>Build aspiration through the development of STEM in the school</p>	<p>Science has been developed well over the last few years and this will be extended across D&amp;T, Engineering, Technology &amp; maths to ensure that our wider curriculum matches our core.</p>	<p>Enthuse STEM hub and Cluster</p>
<b>Personal development</b>	<p>Growth mindset to improve resilience.</p>	<p>The school has worked hard embedding self-regulation strategies across the school and seeks to build up pupils’ resilience.</p>	<p>External provider</p>
<b>Leadership and management</b>	<p>Ensure that new teaching staff members are quickly teaching at a good/outstanding level within term 1 and using the school’s developed curriculum and progress steps.</p>	<p>We have 4 new teachers joining the school in September.</p>	<p>To be determined</p>
<b>EYFS</b>	<p>To focus on early writing and fully embed the new phonics scheme.                      Ensure that children transition into Reception and feel safe and secure.                      To ensure that children have a successful transition from to Year 1.                      Ensure new staff have CPD and are fully briefed in the EYFS curriculum and ethos.                      To continue to inform and involve Parents/Carers in their child’s learning journey.</p>	<p>To continue with high levels of communication, language and literacy levels (GLD)</p> <p>Children with specific learning needs are joining reception.</p> <p>As above.</p> <p>New staff are joining the EYFS team.</p> <p>This has been a success in helping children achieve their best.</p>	<p>Local cluster work</p> <p>Work with external provider where required</p>

**2023 – 2024**

**LITTLE EATON PRIMARY SCHOOL**

**SCHOOL DEVELOPMENT PLAN**

**ACTION PLANS**

2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION CURRICULUM

Leader[s]: Paul Schumann

Governor[s]: T&L Committee

<b>Success Criteria &amp; Benchmarks</b>	Increase attainment and progress across the school in R, W & M Outcomes across foundation subjects are measured Attainment and progress in Year 2 and Year6 are above national averages Accelerated progress of vulnerable and pupil premium children is evident 100% of monitoring activities show good or better practice 70% of monitoring activities show Outstanding practice Lesson studies are completed, and findings/reflections are shared with whole staff and acted upon Maths Hub phase 2 is completed				Ensure that the high levels of attainment and progress in reading are sustained Pupils in the school receive a consistent phonics programme across year groups A whole school approach to reading is established.	
<b>Our priorities are:</b>	<b>Actions planned</b>	<b>Who?</b>	<b>Time / Money</b>	<b>When?</b>	<b>Monitoring</b>	<b>Success Criteria/Evaluation</b>
Prioritise the needs of vulnerable learners including disadvantaged pupils.	1. Identify and establish a list of vulnerable learners, including disadvantaged pupils, through data analysis and input from teachers, support staff, and families.	PS		Aug 23	Paper trail GB Report	1. Identification and tracking of all vulnerable learners, including disadvantaged pupils. 2. Implementation of effective, targeted interventions and support for all vulnerable learners. 3. Delivery of differentiated and effective support, as outlined in Individual Learning Plans for each learner. 4. Positive outcomes for the targeted learners, including improved academic achievement, social and emotional development, and increased engagement in school. <a href="#">See analysis of vulnerable learners summary report</a> 5. Regular monitoring and review of the needs of vulnerable learners, resulting in better-informed decisions relating to support and longer-term strategies.
	2. Create a needs assessment to determine specific support and resources required by vulnerable learners, including academic, social and emotional needs.	PS		Aug 23	Paper trail GB Report	
	3. Include each vulnerable learner on the pupil progress meetings form, which maps out their strengths, goals, and areas of development along with appropriate interventions and differentiated support.	PS		Jan 23	Staff meeting notes	
	4. Implement targeted interventions and support in line with the waves, including small group instruction, mentoring, and counselling.	PS		Sep 23	Paper trail GB Report	
	5. Regularly review the progress of vulnerable learners, modify and adjust interventions as necessary, and provide ongoing feedback to teachers and families.	PS		Sep 23	Paper trail GB Report	
Focus upon Outstanding practice across the whole curriculum	1. Conduct a self-evaluation of current teaching practices and identify areas for growth and development that can be addressed to move the quality of teaching from good to outstanding.	DT	See maths plan			1. A clear and comprehensive self-evaluation, which identifies areas of teaching practice that are successful and those that require further development. 2. Targeted professional development opportunities for staff that provide high-quality training, tailored to their individual learning needs.
	2. Plan and deliver targeted professional development opportunities, based on identified areas for growth, for all staff to improve their pedagogy and teaching practices.	PS	Supply costs	Mar 24 June 24	GB Report	

						<p>3. Increased evidence of outstanding teaching progress, including internal and external feedback and assessment data.</p> <p>4. A curriculum that is reflective of diverse learners' needs which aligns with research-based best practices in education, is relevant and engaging, and provides clear goals for student progress and accomplishment.</p>
	3. Embed best practices and continuous improvement strategies, such as self-reflection, peer observation and coaching, to provide regular feedback and support for advanced growth.	PS	SM time	Feb 24	SM minutes	Push to next year
	4. Review and refine the curriculum to ensure it is aligned with the most current research and best practice in education and reflect the needs of all learners.					
Develop staff and the curriculum to move the quality of teaching from Good to Outstanding	Knowledge progression documents embedded across all subject areas – in particular with reference to new teaching staff	PS/KG	Subject Management time	Aut 1	GB Report	As part of induction programme for new staff.
	Assessment of foundation subjects is embedded across the curriculum- in particular with reference to new teaching staff		Subject Management time	Spr 2	GB Report	Staff meeting minutes and assessment folders
Develop equality, diversity and inclusion (EDI) throughout the curriculum	Complete the EDI Tool Kit (SLT and with staff in INSET 6.11.23)	PS/ all staff	INSET	Nov 23	GB report	Pushed back to summer Push to next year
	Subject leaders to conduct a review of schemes of work/curriculum map route to explore opportunities where matters related to EDI could be strengthened, embedded and implemented at different points of delivery.	Tch staff	SM	Sp 2	GB report	Pushed back to summer Push to next year

	Complete a book audit in the library/classrooms	KG/EW	Management time Book purchases	SP 2	HT	Pushed back to summer Push to next year
	Ensure that terminology linked to EDI is embedded within the curriculum and that pupils have multiple opportunities to use this language within the classroom Actively make links with the parental community	PS/KG/EG	Management time	Sum 1	GB report	Pushed back to summer Push to next year

**2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION ENGLISH**

Leader[s]: Karen Gardiner (Writing) / Jess Stevenson(Reading) / Michelle Simmons (Phonics)

Governor[s]: T&L Committee

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>Writing</p> <p>Continue to raise standards in writing, especially amongst vulnerable pupils (Cusp) (DofE, B&amp;A)</p>	<p>Vulnerable pupils are identified and form part of the teacher handover sessions and pupil progress meetings</p> <p>School led small group tutoring to take place (1 x LK2 1 x UK2)</p> <p>HLTA to support in Year 2 Friday PM</p>	<p>PS/KG and CT</p> <p>MR</p>	<p>Approx. £1000</p>	<p>1 x pm UKS2</p> <p>2xpm LKS2</p>	<p>Tracking</p> <p>Pupil progress meeting</p> <p>Book look</p>	<p>Vulnerable pupils making good progress as evidenced during DCC learning walk</p> <p>Teachers planning supports vulnerable pupils in making progress</p>
<p>Further increase the rate of Boys writing progress so that attainment figures across the school match reading and maths</p> <p>Increase the proportion of children able to write at age expected levels or better (QofE)</p>	<p>Vulnerable boys are identified and targeted.</p> <p>Develop the use of purposeful vocabulary supported by use of magpie books</p> <p>Further embed the use of toolkits with clear genre-specific criteria</p> <p>Establish short burst and ‘free write’ opportunities across the school</p> <p>Utilise lesson study to further develop modelled and shared writing</p>	<p>KG</p>	<p>Staff Meetings</p>	<p>Spring term</p>	<p>Staff meeting minutes</p> <p>Lesson Obs.</p> <p>Pupil voice/book look</p>	<p>All vulnerable pupils targeted.</p> <p>Good use of magpie books during learning walk</p> <p>Opportunities planned for free writing</p> <p>Toolkits consistent across each class</p> <p>Marking policy needs revisiting for consistency</p> <p>Vulnerable boys identified and targeted after summer data inputting. List created for staff for September.</p> <p>Lesson study – push to September</p>
<p>Reading</p> <p>Raise standards in spelling for all learners, including vulnerable. (QofE)</p>	<ol style="list-style-type: none"> <li>1. Research a range of whole school approaches to spelling</li> <li>2. Present ideas to SLT</li> <li>3. Develop whole school spelling approach</li> <li>4. Present in staff meeting</li> </ol>	<p>EW</p> <p>EW</p> <p>EW</p> <p>EW</p>	<p>Half day</p> <p>During SLT meeting?</p> <p>Half day x2 Funds TBC</p> <p>Staff meeting</p>	<p>Autumn</p> <p>Autumn</p> <p>Autumn/Spring</p> <p>Spring</p>	<p>Pupil Voice</p>	<p>English lead trialling approach to spelling with view of rolling out.</p> <p>To be passed over to KG on her return.</p> <p>KG to develop whole school spelling approach from September.</p>

	5. Monitor to ensure approach is successful throughout the school / adapt where necessary	EW	Approx. 2 hours	Summer	Learning walks Pupil Voice Data	
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## 2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION MATHS

Leader[s]: Dominique Theobald

Governor[s]:

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Continue to prioritise the needs of vulnerable learners including disadvantaged pupils by: Continuing to raise standards in maths, particularly:	Raise the profile of TT Rockstars	DT		Spring	Learning walk	More children engaged with TT rockstars
	Consolidate Numbots in year 1	DT		Autumn -		
	Introduce Numbots to reception	DT/MS		Summer 2		
	Flashback 4's starter	All staff		Autumn-		
	CPA approach used in lessons.	All staff		Ongoing		
	Working wall with key Vocabulary and examples from the unit	All staff		Autumn 2	Learning walk	Starters used- need to ensure carried on when staff return  Big focus for 2024-2025
Embed Maths mastery-	No longer sit in ability groups, whole class teaching	DT KT		TBC BY DT	Book scrutiny	need to ensure carried on when staff return need to ensure carried on when staff return Not to continue with going forward
	Introduce unit plans	DT			Learning walk	layout in most books have improved- continue to monitor with staff  RAG used in all classes  challenge is not always obvious  Not seen in action
	Embed and use superheroes to promote the characteristics of a good mathematician	DT				
	Consider layout of books. (Questions on one side, working out on the other)	DT				
	RAG self-assessment	DT/all staff				
	Challenge questions indicated with submarine	All staff				
	Allow 10 minutes a day for fluency (fluency rather than arithmetic)	All staff				
	Use progression documents for fluency	All staff				
Use progression documents for unit plans	All staff					

						used but need to support staff coming back
Embed the developing models and images to support calculation (QofE)	<p>Manipulatives progression document</p> <p>Examples of CPA approach on working walls</p> <p>Manipulatives available for children to use regardless of ability.</p>	<p>DT</p> <p>All staff</p> <p>DT</p>		<p>Spring</p> <p>Spring</p> <p>Spring</p>	<p>Learning walk</p> <p>Learning walk</p>	<p>completed</p> <p>working wall to be introduced 2024-2025</p> <p>available in some classes</p>

## 2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR LEADERSHIP AND MANAGEMENT

Leader[s]: Paul Schumann

Governor[s]: Chair and Vice Chair

<b>Success Criteria &amp; Benchmarks</b>	<ul style="list-style-type: none"> <li>Leaders are united by a common purpose of improvement and share a clear and ambitious vision for the school which is realised through strong shared values, policies and practice (inc. effective school improvement processes).</li> <li>Deep-dive sessions have taken place with subject leaders</li> <li>Leaders focus relentlessly on improving the quality of education and demonstrate effective skills and experience in order to ensure a consistently strong quality of curriculum provision, teaching &amp; learning delivery &amp; assessment related outcomes.</li> <li>Leaders ensure that staff receive focused and highly effective professional development.</li> <li>All governors are robust and rigorous in ensuring a strategic and sustained approach to school improvement by holding leaders to account for the quality of education.</li> <li>The school works closely and collaboratively with other cluster schools.</li> </ul>					
<b>Our priorities are:</b>	<b>Actions planned</b>	<b>Who?</b>	<b>Time / Money</b>	<b>When?</b>	<b>Monitoring</b>	<b>Evaluation</b>
Strengthen the capacity of the Governing Body	All governors complete skills audit	GB		Sep AGM	Gov Minutes	Nov 2023 using Gov Space
	Complete parent elections with candidate specific skill requirements	PS		Sep	Gov minutes	
	Ensure new governors receive new to governor and ongoing training	PS/JS	£300	Sep Nov	Training records	Gov Space
	As a result of skills matrix, HT and chairs to plan appropriate training	PS/CB	£500	Aut 2 Spr 2	Training records	Strategic role of governor training Jan 2024
Strengthen the role of governors within the school	Create a timetable of active monitoring sessions	PS		Aut 1	Monitoring summary report	23.11.23 Dates for science and maths established for mid January
	Raise the profile of the GB through increased attendance at key and routine occasions	CB		Aut 1 onward	Monitoring summary report	Assemblies
	Continue to capture safeguarding and the pupil voice through annual audit	CB/LD		Sum 1 onward	Monitoring summary report	Key discussion July 24
	Inform the parent community of visits to school through the school website and school newsletters			Aut 2 onward	Report to GB	
Ensure that new teaching staff members are quickly teaching at	Long, medium and short term planning provided to new teachers	KG		July 23	HT discussion	September 23 as part of induction process.
		KG		July 23		

a good/outstanding level within term 1 and using the school's developed curriculum and progress steps.	Knowledge progression documents for all subject areas supplied to new teachers  Updated assessment folders provided to new teachers and regular staff meeting time given to completing them	KG		July 23 onwards		
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## 2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR BEHAVIOUR AND ATTITUDES - Safeguarding

Leader[s]: Paul Schumann / Karen Gardiner

Governor[s]: T&L Committee

Success Criteria & Benchmarks	S175 Safeguarding audit send to DCC and action plan generated All staff/GB receive appropriate training Safeguarding portfolio is up to date Percentage of persistent absences and lates decreases					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Audit current provision to ensure a culture of safeguarding throughout the school and meets the requirements of KCSIE 2023	Complete Sc175 Safeguarding Audit. Submit to DCC Safeguarding audit to be carried out to identify priorities for safeguarding action plan.	PS/KG	£200	Submit Aut1 Governors Aut2	Report to GB Report to DCC child protection manager	NSPCC Audit used and forms the basis on the school's action plan 7.11.23
	Update the schools Child Protection Policy	PS		Aug 23	Report to GB	September 2023
	Attend update training programme on My Concerns	PS/KG		Sep 23	Report to GB	Webinars on – realising the potential of early intervention, preparing for inspections, demystifying low level concerns (20.12.23) booked
	Whole staff and GB attend annual safeguarding training	PS	£250	Nov 23	Report to GB	Governors logged onto NSPCC training
	Update school safeguarding portfolio in line with Derbyshire County Council 2023 instructions	PS		Nov 23	Report to GB	Move to Jan Move to sept
Consolidate the use of safety bear	Promote safety Bear within the school – teachers to use a class assembly as delivery and HT assemblies	PS with staff	1 x SM	Aut 1 Spr 1 Sum 1	HT	Assemblies in Sep
Build aspiration through the development of STEM	Work with the cluster and Enthuse STEM hub to develop STEM across our cluster of schools	HT staff		Aut 1	Report to GB	Initial idea established and PS to lead the cluster project (Beat the Flood)

in the school as part of a cluster	<b>Further details to follow after HT planning day TBC following Luke's report.</b>					Changed plan to ditch the dirt. Presentation 6 <sup>th</sup> July
Embed increased levels of attendance	<b>Attendance:</b> <b>Target persistently absent pupils</b> <b>Target persistently late pupils</b>	PS/JC		Ongoing	Termly report to gov's	

## 2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT SEND/DISADVANTAGE 2023/2024

Leader[s]: Michelle Simmons/Sarah Rouke

Governor[s]: TBC

<b>Success Criteria &amp; Benchmarks</b>	<p>Opportunities provided by the school are consistently well attended and these particularly benefit those eligible for pupil premium. The school develops effective practice so that equality of opportunity and diversity is embedded across all aspects of school. Staff are appropriately trained to meet the needs of pupils</p>					
<b>Our priorities are:</b>	<b>Actions planned</b>	<b>Who?</b>	<b>Time / Money</b>	<b>When?</b>	<b>Monitoring</b>	<b>Evaluation</b>
Prioritise the needs of vulnerable learners including disadvantaged pupils and pupils with SEND.	Support children with SEND and from disadvantaged backgrounds through small group, teacher led tutoring.	In class: All staff  Interventions: TW MR	TW to use hours for Y5 LA children.  MR to use supply hours for Y6 LA children	Weekly	Autumn 23 Spring 24 Summer 24 Through progress meetings, waves and tracking	Good use of IEP's to help children progress
	Support children with SEND and from disadvantaged backgrounds through quality 1st teaching.	In class: All staff  Interventions: TW MR	TW to use hours for Y5 LA children.  MR to use supply hours for Y6 LA children	Weekly	Autumn 23 Spring 24 Summer 24 Through progress meetings, waves and tracking	Waves show most children have made progress
	Support children with SEND and from disadvantaged backgrounds through evidence-based interventions.	In class: All staff  Interventions: TW MR RW	TW to use hours for Y5 LA children.  MR to use supply hours for Y6 LA children  RW to use half day to work with MS to establish children with SEND who need extra support academically and emotionally	Weekly	Autumn 23 Spring 24 Summer 24  Through progress meetings, waves and tracking	Referrals made. Inclusion funding applied for 6 children.  MS & RW have referred/observed as needed and positive play training underway
Develop means of identifying and tracking achievement	Carry out 1:1 pupil interviews and book scrutinies	MS	Twice a year	Autumn 23  Spring/Summer 24	Learning walk with Governor	Learning walk 4 <sup>th</sup> March 24

of children with SEND support [IEP]						Pupil Voice 3 <sup>rd</sup> May
	Monitor support for children identified as vulnerable children through termly waves	MS	Termly reviews	Autumn 23 Spring 24 Summer 24	Planning meeting with Ed Psych Discuss targets with RW as needed – dyslexia focus	Waves reviewed and vulnerable children identified
	Regular dialogue with staff [incl. TA] to assess progress against IEP targets.	MS	Termly reviews	Autumn 23 Spring 24 Summer 24	Transition meetings with teachers/TAs in Autumn 1 Spring 23 – discussion after waves Transition meetings will restart in Summer 23 when all teachers are back	Regular catch-ups through the year. Transition meetings summer 24
Implementing Provision Mapping system into the school	Brief teachers on the Provision Mapping and spend time with new teachers on using the systems.	MS	Time for MS to work with teachers in PPA	Autumn 2023	Autumn 23 Spring 24 Summer 24  Review of effectiveness of system	New staff training – Sep 23
CPD	Positive Play training for 6 members of staff MS, SW, JD, JA, KL, GH	MS to oversee training	RW to oversee target setting staff in delivering  Relevant staff to complete training as required £1060 + staff hours	Autumn 2023	Autumn 23 Spring 24 Summer 24  MS to check on progress of children when waves are returned. Trialling fixed term positive play sessions.	Had 3 sessions – room set up and children attending Positive play training completed and running wall
Embedding the Zones of Regulation across the school	Brief new teachers on using the Zones of Regulation Provide a range of resources for staff to use in their classrooms Monitor and develop the Zones of Regulations across the school	MS	MS learning walks with new governor and RW	Autumn 2023	Feedback from staff Learning Walk  Autumn 22 Spring 23 Summer 23	Spring 1 Zones of regulation used in whole school
Providing new and existing staff with a clear understanding of expectations set out by the SENCO team	Implementation of a 'SEND JOURNEY' Reminder of a 'Report a concern' form Update classroom files Disseminate SEND 23-24 calendar	MS	N/A	Autumn 23	Feedback from staff  Autumn 23 Spring 24 Summer 24	Continue Target for Sept inset
Continue to implement end of year transition meetings between parents and staff	Implement meetings for each child Provide dates for meetings	MS	N/A	Summer 24	Transition meetings with teachers/TAs in Autumn 1  Transition meetings will restart in Summer 23 when all teachers are back	Happened  Happened
To consider Forest School provision for children with SEND	Discuss with class teachers the possibility of children with SEND (NG, NB, AB, other to be considered) being able to access forest school provision in other year groups to Y2 and Y5	KL/EM	N/A Staff to be used from classes as required	Autumn 23	Monitoring the effectiveness of these sessions and their impact on these children's SEMH wellbeing.  Autumn 23 Spring 24 Summer 24	Revisiting Spring 1  Not completed due to staffing – revisit Sept 24



## 2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT

Leader[s]: Paul Schumann

Governor[s]: Carolyn Burke & Lee Drew

Success Criteria & Benchmarks	<ul style="list-style-type: none"> <li>Pupils are of a mindset that they can achieve and become more independent learners</li> <li>Confidence levels of pupils is increased across all subject areas</li> </ul>					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p><b>Develop resilience in our children:</b></p> <p>To develop and embed 'Growth Mindset' approaches to enable pupils to become resilient and confident learners:</p>	Staff training	PS	£300	Nov 23	SEN Governor	Moved to spring Summer term
	<p>Principles of growth mindset introduced through assembly</p> <p>Embedded within the classroom</p>	PS		Nov 23	Pupil voice – children use the language of growth mindset e.g. 'I can't do it ...yet!' 'Is this my best work?' rather than 'this will do.'	Several assemblies in Autumn 2. To be continued in Spring 1 then moved to PSHE session in class
	Information for parents – website/workshop	PS	£100	Jan 24	SEN Governor	Move to March
	Language of growth mindset approaches explicit throughout school.	PS		Jan 24 onward	GB	Move to March

All growth mindset to move to following year

## 2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR EARLY YEARS

Leader[s]: [Michelle Simmons](#)

Governor[s]: [Carolyn Burke / Natalie Hickman](#)

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<b>Success Criteria &amp; Benchmarks</b>	To focus on early writing and fully embed the new phonics scheme. Ensure that children transition into Reception and feel safe and secure. To ensure that children have a successful transition from to Year 1. Ensure new staff have CPD and are fully briefed in the EYFS curriculum and ethos. To continue to inform and involve Parents/Carers in their child's learning journey.					
To complete the training for Gregg Botrills Drawing Club.  To ensure all staff receive training on the phonics scheme.  To update Long Term Planning to include intent, implementation and impact.	Children make good progress in Early Writing.  New staff are using the correct vocabulary when working with children in early writing tasks. Planning is clear with vocabulary so all staff can see and understand the learning.	MS		Complete training in Autumn 1.  Termly Reviews.  Autumn 1	MS/PS Learning walks Planning scrutiny. Conversations with adults within the EYFS.	Booked for Jan 24  New staff trained  Sent to KG Sep 23
To ensure that children feel safe and secure at school. To observe children using the Leuven scales for wellbeing. To ensure that the learning environment is a calm and inspiring learning environment. To ensure any gaps in learning are addressed and discussed with Year 1 teacher and parents.	Observation of children. Children making good progress in Personal, Social and Emotional development areas as well as in Communication and language.  Planning meeting with Pre school  Conversations with adults involved with transition.	MS  MS  MS		Autumn 2023  Summer 2024  January 2024	MS  Ms  MS	Children settled well and Good, Positive relationships formed  Good transition links with pre-school. Visits have been successful  Transition/handover meetings
EYFS specific CPD through Schools Net Training.  In house training and sessions.	Staff will feel confident to explain areas of learning.	MS		Ongoing throughout the year.	MS	New staff training Sep 23  Attended EYFS leaders and managers briefings throughout the year
To invite parents to a phonics/ maths information session To use Tapestry to share activities and news with parents/carers.	Parents will feel involved and be able to help children with their learning at home. Parents will comment and share observations contributing to their child's learning journey	MS		September 2024  Ongoing	MS  MS	Good communication with parents. Tapestry working well Maths/phonics sessions took place Sept 23