

Long term

Gaps between key groups of pupils will be reduced. E.g. between disadvantaged / other.

Pupils (particularly those identified as having fallen significantly behind) will have made accelerated progress from their September starting point.

Development Matters assessments will show pupils have met ELGs.

Medium term

Pupils will make clear progress with phonics – demonstrated by half termly assessments.

Reading fluency will increase and pupils will be able to answer increasingly complex questions, demonstrating increased understanding of what they have read. (Use of GL assessments to secure teacher judgements.)

Pupils will demonstrate increased fluency in Maths. (Use of White Rose assessments.)

Short term

Which interventions are needed by which pupils will be quickly identified and a robust timetable of well planned interventions will be implemented.

Additional member of staff will be quickly embedded as part of the Year 1 team.

All staff will understand which pupils have been identified for which interventions and why. Clear targets for each pupil will be in place.

**TAME VALLEY ACADEMY:**

Year 1 – Closing Gaps from EYFS

**PUTTING EVIDENCE TO WORK: A SCHOOL’S GUIDE TO IMPLEMENTATION**

Implementation plan template

This resource supports the [*Putting Evidence to Work: A School’s Guide to Implementation*](https://eef.li/implementation/)guidance report.

Final Outcomes (and so?)

Pupils will have made accelerated progress in Reading, Writing, Maths and Phonics.

End of year outcomes for pupils will be more in line with those for previous Year 1 cohorts.

E.g. 2019 End of Year 1 data:

Reading – ARE 77% / GDS 13%

Writing – ARE 80% / GDS 10%

Maths – ARE 84% / GDS 10%

Phonics – 90%

Gaps in learning from EYFS will have been filled – progress against ELGs will be clear.

Pupils will be well for transition into Year 2 and for accessing the Year 2 curriculum.

Implementation Outcomes (how well?)

Implementation Activities (how?)

Baseline assessment of pupils against Early Learning Goals to identify gaps from EYFS curriculum, with key focus on R, W, M and C&L.

Additional RWI phonics teaching for identified pupils – in small groups – 20 mins daily. Due to Covid-19 restrictions, phonics lessons are having to be taught in whole classes, meaning that differentiation and appropriate levels of challenge will be more difficult. Pupils will take part in these lessons and will then have the opportunity to close individual gaps in a second daily phonics lesson. Pupils will be tested using RWI assessment in wc 07.09.20 and grouped according to results.

1-1 reading for each identified pupil for 10 mins daily. Pupils targeted for fluency and then comprehension.

1-1 speech and language support for those pupils identified by the SENCO. (Supported by SALT – already financed through pp funding.)

Writing and Maths – additional small group teaching to close specific gaps identified through ongoing AFL. Daily.

Pre-tutoring – for pupils who would otherwise find subsequent lessons difficult to access – key focus on vocabulary development during these sessions.

Monitoring:

* Class Teacher (AC) to meet daily with additional teacher for AFL discussions.
* Phase Leader (CM) to meet weekly with AC to monitor pupil progress and plan next steps.
* Pupil data, pupil books.

Intervention Description (what?)

Employment of additional “good” or ”outstanding” teacher via agency at cost of £190 per day for 4 days per week for 10 weeks. (Total cost starting from wc 05.10.20 = £7,600)

This additional teacher will be used to:

* Carry out assessments with pupils to ensure gaps are clearly identified.
* Carry out 1-1 / small group interventions with pupils, based on collaboration with class teacher, phase leader and SENCO.
* Cover the class teacher (Anisha Chauhan) for 4 afternoons per week to enable AC to carry out 1-1 / small group interventions.
* Release the class teacher for regular progress and planning meetings to monitor the progress of pupils and impact of interventions being carried out.

Problem (why?)

Pupils moving from Reception to Year 1 need to be able to access the KS1 curriculum. Having missed the last term of EYFS and having come from generally very low starting points (13% on track to achieve GLD on entry to Reception), a very small % of pupils have met key early learning goals. At the point of lockdown, 8 pupils were well off track to achieve GLD and a further 10 were only on track with the support of robust and rigorous interventions and additional support that was planned in.

Pupils for whom gaps are particularly significant:

* Pupils who did not attend a Nursery setting prior to starting Reception (11)
* Disadvantaged pupils (22)
* SEND pupils (3)
* EAL pupils who do not speak much English at home (13)
* Pupils with Summer birthdays (14)

Some pupils are in more than 1 group. Total number of children in at least one group is 25 (77% of cohort).

Areas of learning where gaps are predicted to be particularly significant:

* Phonics (Only 9 pupils regularly accessed the online phonics lessons provided by school and 8 did not access them at all.)
* Reading (Link to phonics)
* Writing (E.g. 5 pupils have started Y1 unable to write their first names.)
* Maths
* Communication and language (6 pupils had intensive speech and language support last year, which was planned to continue throughout the Summer Term.)