



Horwich Parish CE Primary School

Governor Report Summer Term 2024

Subject Area: EYFS

Key actions planned for this academic year, including CPD to be arranged:

Refresher training for National Baseline, particularly for the DFE monitoring visit.

Incorporate new units of work linked to KAPOW (within the EYFS area of knowledge and understanding of the World) into the EYFS/Y1 curriculum.

Actions taken this year:

The baseline training was provided for the teachers in the reception unit and the assessment was carried out within the statutory time frame.

The EYFS monitored both teachers delivering different aspects of the test to ensure that practices were in line with statutory guidance. (See monitoring reports below.)

The external moderator observed several assessments being delivered and gave positive feedback.

The EYFS lead collated the baseline reports to create a list of children who needed support with particular aspects of early maths and language development to support intervention planning and guided work within the EYFS classrooms and also within the play based provision.

The on entry baseline scores for all 17 aspects of learning have also been collated by the EYFS lead and has been shared with the headteacher and the EYFS staff, in order to highlight areas to focus on in order to raise attainment and accelerate progress.

The EYFS lead has undertaken an audit of the indoor areas of the unit, using a tool provided by THE KEY.

Please see the document below. All suggested actions were completed quickly and effectively, apart from the sorting of books into categories within the library area, which is a long term job.

The EYFS data has been inputted and analysed on a termly basis, with recommendations and headlines provided for staff. (See below.)

Autumn 1 /Baseline Headlines and Feedback to EYFS Staff

READING

Reading is the lowest area of attainment and is bringing the GLD tracker down significantly. This represents the lowest on track for GLD we have ever had.

Reading therefore needs to be the greatest priority for this term. The daily phonics lessons need to be rigorous and the provision also needs to offer daily additional opportunities for the children to apply their phonics skills and knowledge.

PSED

There is a significant difference between the percentage number of children who are expected in the two classes, with Eve class assessed as being 22% behind Adam class in this area. Please can AT analyse which specific objectives the children are not meeting and again try to have opportunities in class and in the provision to reduce the gap.

Writing

The boys are performing less well than the girls, so some activities that boys particularly would find appealing should be planned into the provision.

Maths

The PP children are attaining least well in this area, so would benefit from a focus both in class and the provision, again in relation to specific objectives.

Please use the small steps intervention sheets to target specific children in the provision. The Baseline summary sheet listing children's names and areas to focus on may be useful when planning interventions.

Spring Term headlines and Feedback to EYFS Staff

Word Reading

There has been great progress in this area of the curriculum, with a gain of 48%. The overall reading scores will be dependent on the combined comprehension and word reading grades, though word reading is the most significant in going forward to the year 1 phonics test.

Summer Term headlines and feedback to staff

The GLD is lower than predicted, but the outcomes of broad areas of learning show that children have made good progress from their starting points.

- Both classes have the same percentage of children achieving a GLD.
- The lowest area of attainment is literacy, with writing being the weaker of the subjects within this area.
- The attainment of boys is better than or equal to the girl across all areas of learning.
- PP children achieved less well in all areas than the cohort as a whole.
- Spring born children achieved better than both summer and autumn born children in most areas of learning.

Going forward:

Ensure that phonics books are the driver for reading and that written sentence work links directly to the sounds being taught, in order to ensure reciprocity between reading and writing. Dictated sentences for each code/sound can be found in the teaching manual. A greater number of support staff in class should ensure that children who are falling behind with writing skills are supported through timely interventions/additional practice.

Summary for 23-24

The year has been successful in terms of how well the unit has operated and the experiences provided for children. The number of children meeting a good level of development has declined this year, but this can be attributed to some children within the cohort having specific needs in some areas, as well as the reduced time that could be spent on interventions due to the staff/pupil ratio this year.

The revised curriculum makes the links to key stage 1 and 2 discrete subject areas more apparent, for example, science, history and geography within Knowledge and Understanding of the World and Art and Dt within Expressive arts and Design. Planning is focused on topics and themes.

Future actions/considerations for new action plan 24-25

Implement the new PZAZ science scheme.

Ensure that the teaching of writing follows the phonics scheme closely, so that there is reciprocal learning between the two areas of learning.

Ensure that children who are not at the expected level of development in learning in writing receive innervation from the class TAs to bridge the gaps in skills and knowledge.

%	C&L	PSED	PD	Word Reading	Writing	Maths	UW	EAD	In line to make GLD									
<u>Cohort</u>																		
Baseline	47.06	52.94	60.78	39.22	50.98	49.02	96.08	3.92	56.86	43.14	49.02	50.98	0	100	37.25	62.75	98.04	1.96%
Spring	29%	71%	29.17	70.83	30	70	48	52	58	42								
Summer	10.42	89.58	10.42	89.58	2.08	97.92	14.58	85.42	18.75	81.25	16.67	88.33	12.50	87.50	2.08	97.92	25	75%
<u>Adam Class</u>																		

Baseline	38.46	61.54	50	50	57.69	42.31	96.15	3.85	57.69	42.31	46.15	53.85	0	100	38.46	61.54	96.15	3.85%
Spring	25	75	37.5	62.5	25	75	54.17	45.83	66.67	33.33	25	75	8.33	91.67	16.67	83.33	79.17	20.83
Summer	8.33	91.67	12.5	87.5	4.17	95.83	20.83	79.17	20.83	79.17	16.67	88.33	8.33	91.67	4.17	95.83	25%	75%

Eve Class

Baseline	56	44	72	28.0	44	56	96	4.0	56	44	52	48	0	100	36	64	100	0%
Spring	34.62	65.38	26.92	73.08	34.62	65.38	42.31	57.69	50	50								
Summer	12.5	87.5	8.33	91.97	0	100	8.33	91.67	16.67	83.3	16.67	83.3	16.67	83.3	0	100	25%	75%

All Boys

Baseline	52	48	60	40	60	40	100	0	72	28.0	60	40	0	100	44	56	100	0
Spring																		
Summer	4.17	95.83	8.33	91.67	0	100	8.33	91.67	12.5	87.5	4.17	95.83	4.17	95.83	0	100	16.67	88.33%
%	C&L		PSED		PD		Word Reading		Writing		Maths		UW		EAD		In line to make GLD	

All Girls

Baseline	42.31	57.69	61.54	38.46	42.31	57.69	92.31	7.69	42.31	57.69	38.46	61.54	0	100	30.77	69.23	96.15	3.85
Spring																		
Summer	16.67	83.33	12.5	87.5	4.17	95.83	20.83	79.17	25	75	29.17	70.83	20.83	79.17	4.17	95.83	33.33	66.67

Pupil Premium

All PP Baseline	28.57	71.43	57.14	42.86	42.86	57.14	100	0	42.86	57.14	71.43	28.57	0	100	42.86	57.14	100	0
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Spring																		
Summer	33.33	66.67	33.33	66.67	0	100	33.33	66.67	50	50	16.67	83.33	33.33	66.67	0	100	33.33	66.67
<u>Term of Birth</u>																		
<u>Autumn</u>																		
Autumn Born	35	65	50	50	35	65	95	5	45	55	60	40	0	100	35	65	95	5
Baseline																		
Spring																		
Summer	11.11	88.89	22.22	77.78	5.56	94.44	22.22	77.78	27.78	72.22	16.67	83.33	16.67	83.33	5.56	94.44	33.33	66.67
<u>Term of Birth</u>																		
<u>Spring</u>																		
Spring Born	53.85	46.15	76.92	23.08	46.15	53.85	92.31	7.69	46.15	53.85	23.08	79.92	0	100	30.77	69.23	100	0
Baseline																		
Spring																		
Summer	8.33	91.67	0	100	0	100	8.33	91.67	8.33	91.67	8.33	91.67	0	100	0	100	16.67	83.33
%	C&L		PSED		PD		Word Reading		Writing		Maths		UW		EAD		In line to make GLD	
<u>Term of Birth</u>																		
<u>Summer</u>																		
Summer Born	55.56	44.44	61.11	38.89	72.22	27.78	100	0	77.78	22.22	55.56	44.44		100	0	44.44	100	0
Baseline																		
Spring																		
Summer	11.11	88.89	0	100	0	100	11.11	88.89	16.67	83.33	22.22	77.78	16.67	83.33	0	100	22.22	78.78

Report by: Jane Charlton