Sholing Infant School

School Improvement Plan 2023-2024

QUALITY OF EDUCATION

To increase the percentage of pupils achieving the expected standard in writing at the end of KS1.

To improve outcomes in reading and phonics, with a key focus on disadvantaged pupils

To continue to refine and strengthen subjects RAG rated as amber (Art, PE and Design and Technology)

To ensure that pupils with SEND make progress inline with other pupils through ensuring that provision is matched to strengths and addresses barriers.

BEHAVIOUR AND ATTITUDES

To improve attendance for all pupils and especially those who are disadvantaged. Provision meets the needs of autistic children and those with social, emotional and mental health difficulties.

Continue to develop active, challenging play at break/lunch times, further reducing low level incidents of poor behaviour at these times.

Develop a whole school strategy to support pupils with identifying, naming and responding to feelings that may lead to negative behaviours.

EYFS

To increase the percentage of pupils achieving the expected standard in writing at the end of EYFS.

To ensure that all teachers understand the expectations and progression in EYFS resulting in good progress for all children (GLD of 70%+).

PERSONAL DEVELOPMENT

Ensure that school offers a diverse range of experiences, drama music and the arts especially disadvantaged pupils.

Develop pupils' understanding of and participation in civic

LEADERSHIP & MANAGEMENT

To further develop middle leaders, particularly newly appointed staff, in subject leadership, impacting on provision and achievement across the school.

To further develop staff wellbeing and ensure that workload is a consideration in the decision making of leaders.

duties, developing a sense of wider responsibilities.	To further develop the level of scrutiny provided by school governors in the areas of attendance, safeguarding, disadvantaged and SEND

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
To improve the percentage of pupils achieving at least the expected standard in writing at the end of KS1	KS1 writing- ● Handwriting to be improved. Strong handwriting focus in the first half of the autumn term to secure the high expectations needed- zero tolerance for poor handwriting-3 sessions for 10 mins daily in autumn 1 to establish standard. ● Include a range of handwriting recognition/rewards as interim positive noticing before the handwriting pencil.pen is awarded to increase motivation. This can be post- its on the writing pencil/stickers/showing work to HT/DHT. ● All writing pencils MUST have an exemplar piece of writing displayed to show children the expectations. ● Autumn 1- handwriting intervention for those who need additional support.	Moderation of all final writing outcomes across the three Y2 classes to ensure consistency and high aspirations. Half termly moderation by SLT focusing on the weaknesses identified at EXS in 2023- spelling/handwriting and on target pupils. Monitoring of writing and coaching by VH. Work scrutiny- two weekly by English lead Spelling assessments (LW) lead to interventions and rapid catch up as per reading.	Improved outcomes at the end of KS1 in writing with 80%+ EXS in writing. Handwriting and spelling are not barriers to pupils achieving the EXS. Planning reflects high ambition. Pupils are motivated by writing as indicated in writing conferences. Writing is marked accurately at the point of writing with next steps clearly evidenced as impactful, in terms 1 and 2 , enabling children to be supported towards independent editing.	HT/DHT English leader Y1/Y2 teachers

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	• Improve sentence demarcation and the application of past tense suffix ed in Y2, which have been identified as weaknesses in the Y1 cohort. Y2 to focus on a 3 week retrieval practice of the Y1 objectives before starting the Y2 curriculum. • Improve spelling through the use of a Y2 LW spelling programme-inbuilt assessment. • Two week writing journey is to replace the three week journey, ensuring that pupils have sufficient time to write and edit final pieces. (Four days for skills teaching and practise with a day to plan and a week to write, proof read and edit) • Planning-scaffolded in autumn term to ensure that planning is not overly detailed and does not include too much detail for children to navigate. • Ensure writing is purposeful and children understand what and who they are writing for- this will increase motivation and engagement. • Ensure that children become familiar with text types that are common to Y2 (i.e. narrative, non-chron report and diary/letter) which are taught each term. • Weekly dictation (Y1) to ensure that spelling is assessed-link to		Improved assessment of spelling, which impacts writing accuracy.	

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	spelling families enabling pupils to see patterns.			
To improve outcomes in reading and phonics, with a key focus on disadvantaged pupils	Reading ● Focus on children having opportunities to practise their skills of listening to, talking with a partner and giving feedback to the group. Learning the routines of back-and-forth talk is particularly important for children who have less experience of such talk **before they come to school.** ● Opportunities every day for children to read silently and sustained for ten minutes in Y1 and 15 in Y2 (familiar texts to build up reading miles 15/20 familiar books from previous years.) ● All children to listen to stories at least twice daily, with opportunities to discuss in pairs and with the teacher, focusing on vocab. ● Comprehension sessions to focus on oral rather than written comprehension when pupils are working with an adult. ● Progression through LW and book bands to free reading is appropriately paced to ensure that Y2 pupils have sufficient challenge in their reading and have enough opportunities to	Half termly check up of reading progress via class tracker showing progress through LW/ reading bands/Age related readers. Half termly SLT monitoring of reading journals. Reading a focus of teaching and learning reviews- term 1. LW assessment data- 3 weekly/half termly-what does progress look like?	End of year data shows an increase in % of children achieving ARE in reading at EYFS and End of KS1. Increased % of children achieving phonics screening check. (90%+) 95%+ in Y2 Improved quality of teaching in monitoring activities Increased % of vulnerable children achieving phonics screening check. Increased % of children are on track and have caught up with the expectations of the programme Reading for pleasure is celebrated across the school and a culture of reading for pleasure is evident in many areas of school.	SLT All staff English lead-VH Intervention/catch up lead LH/RG(Y2) LC (EYFS)

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	read age related non book banded books. (see reading assessment document) ● Improve range of texts for pupils to ensure that all children are always accessing the highest quality texts (age related texts) ● Ensure that all chn can access and read texts across a range of subjects ● Ensure that all pupils are assessed for fluency/ comprehension each half term and that progress is rapid . ● Benchmark all Y2 children not free readers each half term. ● Support for teachers to improve planning to ensure that pupils work in reading journals is a contributory element of assessment(directed guidance for independent jobs) ● Work scrutiny of GR books monthly by VH/SLT ● CPD on gathering reading evidence for TAs. ● Y1 reading in the summer term should include direct teaching of comprehension skills and associated practice, based on the Y1 assessments (NTS) this year, which identify this as a weakness. ● Daily reading for all pupils not EXS at end of EYFS/Y1		Increased % of children, in all groups, passing the phonic screening check in 2024 Improved end of KS1 outcomes in reading- 86%+ Increased % of children reading with greater fluency at end of KS 1, assess using 90 words per minute Increased % of disadvantaged children working at ARE and beyond Increased % of SEND children achieving expectations in reading.	

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	- Daily read for all D pupils who are not supported at home with reading practice. - Daily Keep up in Y1 and daily catch up/keep up in EYFS. - Improved Y2 phonics strategy as too few pupils pass the screen in Y2 (half termly check and focus on identified areas of weakness-pseudo words) - Continue to develop the library and opportunities for pupils to read for pleasure. - Reading rewards based on children 'clocking up' reading miles. - Readathon to run twice a year - Regular planned reading events half termly. - Book club to run weekly in each class.			
To continue to refine and strengthen subjects RAG rated as amber (Art, PE and Design and Technology)	See curriculum action plans New Art/DT lead to attend all trust subject training with BR/LH and disseminate to all staff. Art/DT to be taught by class teachers not HLTAs as part of PPA. Development of exemplar evidence for teachers to use as an aid to making robust/accurate judgements. Raise the profile of Art/DT through displays in/around the school/ visit to art galleries.	(BR) curriculum leader to monitor quality of planning and quality of education through half termly monitoring of lessons, pupils work and pupil conferencing. DT/Art lead/LH to support. HAMWIC evidence forms Assessment and feedback evidence from teachers	All pupils make strong progress in computing and art as evidenced in pupil books, planning teaching and assessment. Assessment of sticky knowledge is clearly tracked in books with <u>all pupils</u> demonstrating through effective task design that they know and remember more.	LH TS BR AT

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	Ensure teacher knowledge and confidence with the content of the new PE scheme - Get, set for PE. CPD for staff.

SLT to monitor quality of PE termly. | | Good progress being made by children in PE | LB to monitor half termly with lesson observations and assessment checks. |
| **To ensure that pupils with SEND make progress inline with other pupils through ensuring that provision is matched to strengths and matches barriers.** | ● Further develop staff expertise in using the 'strengths and barriers' document during co-production meetings with parents to assess, plan and address barriers through adaptive provision- CPD for teachers.

● SENCO to support teachers in writing IEPs with long term targets that focus on barriers rather than specific areas of difficulty- moderation of IEPs by SENCO.

● Develop staff expertise at adapting teaching and provision to respond to the strengths of pupils with SEND- this needs to be monitored and supported through coaching by SENCO to ensure that teachers are able to meet individual needs including by planning, to connect new content with pupils' existing knowledge or providing additional pre-teaching; building in additional practice; reframing questions to provide greater | Weekly learning walks by SENCO.
Half termly work scrutiny by SENCO and termly review by SLT as part of T and L reviews.
Review of planning by SENCO
IEP and intervention overviews reviewed termly by SENCo | SEND pupils consistently make good not 'some ' progress shown through their IEPs, interventions and termly data.

Teachers employ dual coding where appropriate to model teaching for all pupils. | JR SLT KE (Oasis Sholing) |

QUALITY OF EDUCATION				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
	scaffolding; and considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils. (CPD) ● Plan 'catch up' for foundation subjects and maths in the same way that it is delivered for reading, enabling a greater % of pupils to reach the EXS. ● Increase SENCO days to 0.6 to ensure that CPD is effective and teaching reflects school expectations in relation to planning, teaching for pupils with SEND and statutory work does not demand excessive SENCO time. ● CPD for all staff on how dual coding builds on the teaching sequence to ensure that all pupils know and remember more-Kath Edwards. ● Further embed the use of floor books, providing criteria around content, enabling children to know and remember more. Each class to create a floor book for each unit of work in foundation subjects- to be read by children in book area. ●			

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility

BEHAVIOUR AND ATTITUDES

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
To improve attendance and processes around improving attendance.	'Get it right from the start' - Home visits for any pupil not in school in the first three weeks- share this expectation and rationale with parents prior to the end of summer 2 2023. - LH to talk about attendance expectations and impact of poor attendance at the Parent Welcome Meetings in Autumn 1. - Videos sent home during the summer holidays to remind children of school staff and school as a friendly welcoming place during the summer holidays. - weekly homework (fun jobs to do this week- holiday heroes!) Children completing tasks recognised in assembly on return to school. ● CPD for all staff on attendance to ensure that everyone recognises the importance of good attendance for all pupils , and are able to identify how attendance impacts on progress- LH to share HAMWIC attendance 'Getting it right' PPT ● Review attendance team responsibilities and ensure	Daily, weekly and half termly monitoring of the attendance of all pupils. Graduated response understood and implemented by all staff as part of the monitoring process. Attendance support plans completed and actioned- shared with class teachers and robustly monitored. Attendance emails - well done for great attendance-linked to learning and progress- sent weekly to all pupils. Impact of attendance policy reviewed half termly, shared with governors.	Policy reviewed and followed by all staff and shared with parents. Processes followed and improvement in attendance seen Weekly emails to all parents on their child's current level of attendance- is it green, amber or red and what is the impact of this in terms of lessons missed? Emails for good attendance! % of pupils in green attendance zone is 96%+ Reduction in % of PAs to below 10% Increase in attendance of vulnerable groups-SEND/DIS to within 2 % of other pupils.	LH JH AS

BEHAVIOUR AND ATTITUDES				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
	that all training is attended (HAMWIC) ● Ensure that support is put in place for parents/children when barriers to good attendance are identified. ● Ensure that school has a governor for attendance who is monitoring absence levels robustly and attends all HAMWIC training on attendance. Governor will work with HT to support removing barriers to attendance for specific pupils. ● All PAs receive wellbeing support from TIP (SK) or JH (ELSA) to address barriers and support improvement on individualised programmes. ● JH to make EH referrals or organise TAF meetings for ALL PAs. ● Teachers end each day with informing children of what will be happening the following day- curriculum/event that will engage pupils- Miss School-Miss out! ● LH/JH to hold a half termly face to face meeting with parents of PAs to support and refer if needed-addressing barriers in school and out.			

BEHAVIOUR AND ATTITUDES

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	● Ensure that Organised termly Targeting Support Meetings with LA can identify, discuss, and agree joint targeted actions for pupils who are persistently or severely absent and those at risk of becoming so. This needs to include agreeing what support the LA will provide.			
Provision meets the needs of autistic children and those with social emotional and mental health difficulties	● Develop awareness around the needs of autistic children, and strategies to support children to fully access the curriculum. ● Identify and access outside agencies to support parents with autistic children. ● Further embed the use of InPrint across the school to enable children to fully access school life and the curriculum. ● Train all staff in the use of TEEACH/PECs to support children with workstations/communication ● Implement the Thrive approach to support children who communicate with challenging behaviour / emotional needs. ● All classrooms to be ASD friendly- use of non negotiables to reduce	SENCO learning walks Progress meetings Lesson monitoring Pupil work scrutiny	•Children with additional needs are able to access the curriculum and reach their potential. •Children are regulated, ready to learn. •Staff confidence in supporting children diagnosed with autism, or having social, emotional or mental health needs increases. Pupils with ASDS make progress in line with their peers. Reduced incidents of work avoidance/low level behaviour incidents for pupils with identified/suspected ASD.	JR HAMWIC-SB

BEHAVIOUR AND ATTITUDES

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	distraction for all pupils including those with ASD ● Work with HAMWIC to support staff with strategies to support their interaction with children who demonstrate challenging behaviour. ● EPACs used where required to support children who are adopted from care. ● Use of paired			
Continue to develop active, challenging play at break/lunch times, further reducing low level incidents of poor behaviour at these times.	● Increased use of zoning in both playgrounds to separate resources and play. ● Invest in sufficient resources to enable MSAs to rotate zones to maintain pupil curiosity/interest. ● Reinstate use of the garden as a quiet space for pupils to use for gardening, reading, minibeast hunting etc. ● Adults at playtimes/lunchtimes to engage in/model play with the lead teacher /MSA maintaining an oversight of safety. ● Teach children playground games outside of lunchtimes that can then be played independently. Two games taught across every class each half term.	CPOMS logs PE Premium report monitored termly by LB	Reduced incidents of low level behaviour at break/lunchtimes. Increased enjoyment- pupil conferences/observation. Increased cooperation through participation in taught games. MSAs/staff engage and immerse in play with pupils.	LB MSAs

BEHAVIOUR AND ATTITUDES

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	• Teach Lunchtime Supervisors how to play and manage the games, encouraging them to look for (and praise) appropriate play. • Have a whole school push on looking for and acknowledging pupils who are playing cooperatively together and demonstrating the skills they have been taught.Playground stickers. • Golden playground rules to be taught through assemblies and modelled in the playground with teachers- signage increased,			
Develop a whole school strategy to support pupils with identifying, naming and responding to feelings that may lead to negative behaviours	PSHE lead to lead CPD • Explicit teaching of feelings that we experience, key focus on anger, frustration, sadness. • Teach agreed actions that we can take when we experience these feelings- agreed strategies for staff to model and children to replicate. Consistent agreed visual cues for these strategies alongside visual 'feelings' • Support by visual displays around the school and in classrooms. • Support for specific pupils for overlearning of strategies with SK-ELSA.	Ongoing monitoring of the behaviour of specific pupils Termly monitoring of CPOMS logs	Reduced incidents of peer on peer abuse and improved self regulation. Increase % of pupils in EYFS achieve all three PSE ELGs by the end of the year.	PSHE lead -AG and all staff

PERSONAL DEVELOPMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
Ensure that school offers a diverse range of experiences, drama music and the arts especially disadvantaged pupils	Termly live music performed for pupils representing a range of genre and cultures from classical orchestra to Asian traditional (Diwali link) multicultural/classical/traditional. Allocate resources for an author visit and a drama performance- pantomime (FOSI) and Theatre for schools performance of a classic tale. Broaden the range of after school clubs further to include ballet lessons, drama lessons as well as a different range of sports clubs to interest all children and expose disadvantaged pupils to activities they may not have access to otherwise.	Participation analysis. Pupil conferences Take up of ambassador orioles and impact through the work of the school council	Pupils access a wide range of art and sporting opportunities that may not be accessed out of school.	SLT AG
Develop pupils' understanding of and participation in civic duties, developing a sense of wider responsibilities.	Maximise opportunities for pupils to explore and experience their local area eg to Sholing Valley, Veracity, Sholing Junior School. Oasis Sholing.			

PERSONAL DEVELOPMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	Y1 and 2 pupils to be offered the opportunity to participate in the junior warden scheme- led by PSHE leader. Development of 'green ambassadors' and 'e safety' ambassadors' to work both in and around the school grounds.			

LEADERSHIP AND MANAGEMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
To further develop middle leaders, particularly newly appointed staff, in subject leadership, impacting on provision and achievement across the school.	All HAMWIC middle leader training attended by middle leaders. Subject leaders receive regular MAST to monitor subjects. (see subject leader non negotiables document) Subject leaders are supported in 'Ofsted' style subject discussions each year to develop their confidence in 'deep dive' level discussions through peer reviews within our partnership. Focus subject leaders are able to work with SLT /BR to undertake monitoring as part of subject reviews. Subject leaders have the opportunity to disseminate learning from their own CPD	½ termly monitoring Subject leader reports -core subjects and focus subjects termly, Foundation subject leaders -termly monitoring information shared with HT and annual report. Findings from deep dives/ peer reviews completed by HAMWIC identify strengths and weaknesses/ monitoring by SLT half termly. Monitoring documents CPD planner and InSeT overview	Impact seen in monitoring and assessment All subject leaders have strong understanding , evidence based, of the strengths and development areas in their subject. Practice of all teachers improving as a result of CPD and monitoring	SLT, all CT
To further develop staff wellbeing and ensure that workload is a consideration in the decision making of leaders.	● Staff chats termly-review of previous action points monitored. ● CPD opportunities for all staff	Records of wellbeing chats Staff surveys Staff questionnaires	Staff feel professionally and personally supported in their role at school.	SLT

LEADERSHIP AND MANAGEMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	- Expansion of coaching for all teachers and - Ensure that staff views are considered in relation to the increase to school day in readiness for 2023 consultation - Staff suggestions on wellbeing implemented eg start meetings with a 'shiny moment' and suggestions box for wellbeing. - Ensure that mental health and wellbeing champion JR has dedicated time for this role. - Arrange dates for supervision for staff termly.	CPD records Coaching notes PM information through reviews Feedback from Wellbeing lead	Staff are confident that their line manager is approachable, will listen to , and act upon concerns/needs. All line managers are proactive in giving positive praise. Staff turnover continues to be low. Hours changed in Nov 2023	
To further develop the level of scrutiny provided by school governors in the areas of attendance, safeguarding, disadvantaged and SEND	- Appoint governors with relevant experience to these roles - Governors to attend all Hamwic training - Governors to meet with SLT termly to discuss progress towards targets in the identified areas. This will also identify currentt strengths and weaknesses and how the school will address these. - Governors to monitor school's actions termly through school visits and meetings with leaders.	Termly meetings with SLT Termly reports to FGB		

LEADERSHIP AND MANAGEMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	● Nominated governors to report termly to the governing body. ● All governors to attend governor OfSted training ● HT/DHT to share OfSted training with governors.			

EYFS

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
To increase the percentage of pupils achieving the expected standard in writing at the end of EYFS.	In EYFS: ● Ensure that EYFS is a language rich environment in which adults talk with children throughout the day, with EAL pupils receiving additional support focusing on vocabulary through visual images. ● Increased focus on talk , through 'Talk for writing approach' using texts, but also through increased use of talk in all lessons - adult modelling and paired/individual talk. ● Focus on listening and children being expected to listen with clear focused teaching of good listening -Ways of supporting good listening include: • Deciding on a signal to alert children to listen. • Showing children what good listening looks like	Weekly learning walks by EYFS leaders Half termly checkpoints to review progress of each child - are children accessing the correct provision for their developmental needs? Monthly moderation of writing across the year group, ensuring that all teachers understand what the expectations are, comparing book to book . Termly SLT moderation of writing. Termly review of progress data. Termly work scrutiny by EYFS leader. All EYFS teachers to access CPD from the trust, including Greg Bottrill twilights.	Improved handwriting in EYFS. Increased % of pupils can write independent sentences by the end of the spring term, moving onto longer pieces by the end of the year. Improved % of pupils achieve the ELG in writing (see targets)	EYFS leader EYFS teachers HT/DHT English leader

	EYFS			
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
	through the teacher's own behaviour:			
	● Ensure that children listen to a wide range of stories at least twice a day. All children should have the opportunity to join in with singing songs and rhymes. Revisits and repetition of favourite stories so that children are overlearning language and story structure.			
	● All areas MUST include engaging opportunities for writing.			
	● Review FMS provision from the start of the year, ensuring that it is dynamic, individualised and meets the needs of every child.			
	● Children to write on lines on both paper and w/boards right from the start. All writing to be modelled on lines.			
	● All writing to be completed at tables with discrete teaching of correct posture			

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	and left handed pupils receiving the correct support. ● Focus on correct writing position/tripod grip as a priority, whatever mark making implement is being used. ● Intervention 'Write from the Start' used for those who don't have correct grip. ● Adherence to writing termly progression overview. by all staff. ● Spelling focus especially CEWs to be a teaching focus for reading and writing. ● CEW spelling practice throughout the day. from Autumn 2 ● Increase the range of genres/stimulus for writing and include a varied range of planned outcomes to ensure that children are			

	EYFS			
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	interested/engaged in what they are writing. ● Staff CPD for writing what are the expectations at different points through the year? PPA moderation of writing to ensure consistency and high expectations. ● Coaching for writing for new to EYFS teacher-AG from VH			
To ensure that all teachers understand the expectations and progression in EYFS resulting in good progress for all children (GLD of 70%+).	● Use Hamwic Baseline data to identify areas of weakness on entry to EYFS. ● Use 2023 data to identify areas of weakness ● Focus on high expectations of behaviour and discrete PSHE focus (through stories and direct teaching) as this was an area of relative weakness in 2023 (SR and MS) ● Senior leaders to agree on expected progression for EYFS esp. regarding learning behaviours and independence. ● CPD for teachers new to EYFS-Greg Bottrill/support from HAMWIC EYFS lead.	Baseline Au1 and actions by end Au1 Beginning of Au1	Focus areas identified by end Au1 for additional focus and intervention	

EYFS				
Objective	**Specific tasks**	**Monitoring checkpoints**	**Success criteria**	**Responsibility**
	• Weekly learning walks by EYFS leader identifying strengths and development areas. • Weekly work scrutiny by EYFS leader - rotation of areas of learning and 3X weekly scrutiny in SLT. • EYFS leader to do a review of barriers to GLD - and do additional summer 1 progress review , allowing time for interventions to address. • Bespoke intervention provision in Summer 1 where children may not meet GLD (replace BLAST) • EYFS to ensure quality and consistency of daily mental maths sessions (taught and incidental)			