

Suffield Park Infant and Nursery School One Page School Improvement and Development Plan 2018-19



Objective	How will this be achieved?	Intended Impact
1.To improve % children achieving EXS+ in reading at the end of key stage 1	<ul style="list-style-type: none"> • Implement the ‘Power of Reading’ ideas from nursery through to Year Two. • Encourage opportunities for reading for pleasure within class, library and enrichment sessions. • Improve variety of reading material for children. • Extend reading opportunities for whole class reading in YR. • Engaging parents in early reading by reading cafes, use of Tapestry, phonic mornings, joint working with Cromer Library and celebration days such as World Book Day and bedtime story sessions. 	<ul style="list-style-type: none"> • Children will be enthused by reading opportunities at home and school. • Parents will support their children at home having been informed in different ways at school. • More children access the local library • % children achieving the expected standard or higher at the end of Year 2 improves.
2.Attendance- to reduce the % of Persistent Absentees (children with less than 90% attendance)within school	<ul style="list-style-type: none"> • Careful monitoring of attendance • Working with parents to support barriers to attendance. Setting appropriate attendance targets. • Use of Fixed Penalty Notice for unauthorised term time holidays. • Celebrating good attendance with George the Bear presented to classes weekly, half termly individual certificates for fell attendance. 	<ul style="list-style-type: none"> • Parents are supported with any barriers to their child’s attendance. • The number of children attending less than 90% reduces.
3.To ensure children entitled to pupil premium funding make rapid progress from their starting points (see also PP plan)	<ul style="list-style-type: none"> • Identification and provision mapping for children. • Data, lesson observations and children’s books used to track groups of children and identify next steps for learning. • Interventions used to support specific literacy and numeracy needs. • Emotional support provided by support from the Benjamin Foundation and nurturing groups. 	<ul style="list-style-type: none"> • Disadvantaged children make rapid progress.
4. To improve % children gaining expected level in writing at end EYFS	<ul style="list-style-type: none"> • Provision audit in nursery and Reception. • Visiting other settings to seek out best practice and consider implementation in our school. • Children’s physical skills further promoted (to support writing) by use of sports coaches, playground sports, funky finger activities and dough discos. 	<ul style="list-style-type: none"> • Children in the Early Years engage in writing activities. • The environment indoors and out promotes physical development and writing. • % children achieving the expected standard or higher in writing improves.