

SCHOOL READINESS ACTION PLAN						
Early Years, Childcare and Play			September 2015		Next Review: January2016	
OVERALL SUCCESS CRITERIA: ALL CHILDREN WILL MEET THEIR DEVELOPMENTAL MILESTONES ON TRANSITION TO PRE-SCHOOL, NURSERY, RECEPTION AND YEAR ONE.						
2 Year Olds						
ACTIVITIES	SUCCESS CRITERIA-OUTCOMES	RESPONSIBILITIES	TIMESCALES START/FINISH	EVIDENCE USED TO MONITOR	REVIEW	NEXT STEPS
Continue to build participation in the 2 year old funding scheme.	90% of eligible children will access funding	Stuart Family Workers	Ongoing	Number of children funded against number on DWP list. Headcount data	September 2015 - currently 60% CC/Family workers follow up families not accessing 2yr old funding. Headcount- 1/10/15	Family workers to follow up directly with families using DWP and applied list Mapping areas to identify gaps in sufficiency
Track all funded two year olds against the prime areas of learning. All providers will submit data three times a year.	100% of funded two year olds data received All 2 year olds will be supported to meet their developmental milestones	Stuart Providers	On going	Spreadsheet combining providers' data.	Data has been analysed and split into CC cluster groups. July 2015 - 80% of trackers received . CCs analysing own data to determine key areas for support	Compare with ECAT tracker info received to analyse gaps. Engage with Childminders to ensure the tracking of children . Currently data not requested for non-funded 2 year olds but could collect data from progress checks. Need to track funded 2 year old data against EYFSP data and beyond.
Targeted training focused on areas highlighted as a weakness from the 2 year old tracker	100% of funded providers attend targeted training	Stuart and EY team	On going	Attendance at training and impact evaluation from advisor visits	PSED & CL - Key aspects for development	Develop PSED training across the whole of Early Years sector as appropriate Attachment training

Speech and Language						
All children from PVI settings, funded childminders and nursery classes will be tracked using the ECAT tracker. Providers will submit base line data and progress data three times a year.	100% of children are tracked against the ECAT tracker.	Emma Providers Family Workers	Ongoing	Spreadsheet combining all providers' data.	Informed nursery classes of ECaT trackers and assessment of children's S&L development LLP networks re-established Sept 2015. Mirrors PSED/CL training needs for 2 yr olds also EAL training needs . Chatterbox session in Red Kite grp – roll out to all CC	Investigate alternative systems to collect and easier to complete Team training day Use of data- similar to 2 year olds. Analyse to see if 2 year olds also have S&L delay. Advisors to question providers on targeted support to children with delay and monitor children's progress
Targeted visits/training for providers who have a large proportion of children 'at risk' of delay.	Progress data shows a 50% decrease in percentage of children considered 'at risk'	Emma and EY team CC	Ongoing	Progress data spreadsheet	Emma analysed settings where children are 'at risk' and informed advisors	Emma and Sara to visit Nursery classes to support with completion of ECAT trackers in September . Bring to Autumn cluster meetings
Continue to support Speech and Language drop- ins and feed back to settings and advisors as appropriate.	100% of Non-EAL children deemed at risk are referred to S&L drop -ins. Children referred to S&L drop- ins are tracked with 50%	Emma SALT	Ongoing	Drop- in attendance data	Drop-in is now an initial assessment. Settings not always referring to drop-ins. Children being picked up from 2	Emma/ CC LLP to continue to attend drop-ins and link this back to the settings with the SALT advice. Inform advisors . More involvement

	seen as expected after interventions have been implemented.				year old reviews and being referred to drop-ins. LL Practitioner from the CC to support where appropriate Timetable identifies sessions Emma is unable to attend.	from Family Workers at drop-ins. Family Workers to use opportunities for support and feed back to EG.
Supply training to support practitioners in teaching literacy skills, thus ensuring children have firm foundations, ready for school.	Baseline data in Reception for literacy will be within expected levels.	Emma and EY Team	Ongoing	Baseline data	Already provided letters and sounds training which included early reading and mark-making to writing and reading. RI settings given priority.	Emma to complete ELKLAN training Sept 2015. (ELKLAN)- leading to train the trainer Emma & Gemma will increase knowledge and skills to impart to settings
Boys' attainment						
Supply specific training related to boys' attainment in literacy	EYFSP gap between boys and girls closes by 50%.	EY Team Consultant	Ongoing	EYFSP data	Training delivered to support boys' engagement in learning/ writing. Boys' writing project started 27/3/15. Seen more evidence of boys writing in settings. GLD Gap reduced by 7% and writing gap by 6%. Writing improved by 5% (all) Boys by 8%.	Monitor impact of training in schools taking part in the writing project. Schools to share findings at cluster meetings. Commission consultant to deliver project over 3 terms. Identify schools and settings to take part.

						Launch- 5 th November 2015.
Develop an audit for settings to evaluate their environment for boys' learning.	EYFSP gap between boys and girls closes by 50%.	EY Team	Ongoing	EYFSP data		Use audit from boys' writing project and adapt training for use in RI/inadequate settings
Inclusion						
Inclusion audit to identify areas for additional support to providers.	100% of providers to complete audit. Areas for development will be identified.	Sara and EY Team Providers	Complete by April 2015		Written but not yet completed by providers due to other priorities & changes to SEND. Expectations on settings to complete/return information . Review to ensure meets needs	Share audit at SEN cluster networks. Send to all providers in Spring Term
Monitor EYIF and EIG funding to ensure individual children are supported appropriately.	Reduction of children needing exceptional needs funding at school	EY Team	Ongoing	Advisor visits to determine impact on individual children	Funding levels reviewed and proposal accepted at schools forum	Guidance to be completed and sent to all settings and nursery classes/schools . Analysis of impact for individual children. Case studies for review at Forum.
Monitor attainment levels of children in care and ensure PEPS are completed within required timeframes.	All PEPS completed and all CIC make the same progress as their peers.	Sara and EY Team Social Care	Ongoing	PEPS and tracking/EYFSP data	All PEPs up to date PEPs completed by end of Summer term 2015	Contribute to selection of ePEP. Involvement of VS. Information sharing to be improved. Progress of children

						in care to be monitored more closely by providers. Tracking data to be returned and appropriate support given.
Early Years Pupil Premium						
To promote take up of EYPP through communications strategy.	70% of eligible children will take up the EYPP.	EY team	Ongoing In place for April 2015.	Through headcount data	Delivered presentations to HTs, PVI's, CC and schools to launch EYPP 54% take up	Communicate with all settings and schools to promote EYPP further for forthcoming term .
Gather evidence of use of EYPP.	Reflected by good take up of EYPP by parents.	EY team	Ongoing. Gather evidence in Summer term	Monitor take up. Good practice shared at clusters and networks.	PA @ Ambleside working with settings to support with EYPP through funding from Early Education.	Share information across cluster meetings from EYPP group. Involve Emily Waddilove/ JM and share information.
Gather impact of EYPP	Impact will be measured by Ofsted. 100% providers will be judged good or better on Leadership and Management	EY team		Tracking by providers and sent to EY team	Identify EYPP pupils on trackers to monitor progress	Investigate comprehensive tracker that meets many of tracking requirements (SHS)
PRIORITY 2: QUALITY OF PROVISION						
OVERALL SUCCESS CRITERIA: By July 2015, 100% of early years group settings are judged by Ofsted/ LA to be good or better. 100% of funded and 92% of all childminders are judged by Ofsted/LA to be good or better.						
Identify providers at risk of being judged RI/	An action plan with SMART targets	EY Team	Ongoing	ECERS/FCCERS scores, impact of	85% Ofsted rated 94% LA rated PVI's	Seek advice and support settings

Inadequate by Ofsted	developed for each provider at risk of being judged RI/Inadequate by Ofsted			provision on children's progress, effectiveness and impact of training	currently Good/Outstanding Action plan developed and being used by RI providers-	through training in Ofsted requirements etc. Ofsted Seminar – Getting to Good Sept 2015. Teaching School Alliance (TSA) support project launch in Autumn Term. Advisors to monitor impact on quality in setting.
Target specific support to each identified provider	100% of identified providers are no longer deemed at risk of being judged by LA/Ofsted as RI/Inadequate	EYCP Team	On going	Ongoing monitoring of EY team plan; programme of support for each identified provider	In progress. Advisors monitoring quality of provision. Developed an Ofsted outcomes record Advisors to increase no. of visits to at least fortnightly minimum for RI/Inadequate to be incorporated into core offer	Feed back Ofsted inspection outcomes and issues to clusters and networks. Develop core offer paperwork for settings and advisors
Monitor and evaluate impact of support for each identified provider	Annual joint QA visit with Team Leader and each EYA.	Alison/ EYAs	Ongoing	Alison to develop programme of QA visits	QA visits completed Summer Term. Outcomes fed back to advisors at annual appraisals. Support offered to some providers	Complete and maintain Ofsted spreadsheet. Implement Signs of Safety when reviewing support to settings.

					adapted to meet current needs. Continuing visits with Alison Pugh	
Continue to deliver and evaluate child minder pre-registration course.	All first inspections of childminders who attended Wokingham Pre-Registration course are rated good.	Shelagh	Sept 2014 – June 2015	First inspection results from Ofsted download	Newly registered childminder to be visited asap Monitored Ofsted outcomes for CMs who have attended pre-reg course.	Post registration meeting - to include meet the advisor
Develop separate training plan for 2014/15	Training plan implemented, well attended and impact evaluated by EYA visits.	Whole Team	Ongoing	Evaluations of training programme	OOS providers feel they have not had enough training. Meeting with Energy Kidz to discuss training needs of OOS providers	Follow up on EnergyKidz training programme

PRIORITY 3: CHILDREN'S CENTRES						
OVERALL SUCCESS CRITERIA:						
Continued allocated support to Children's Centres by EYAs	Emma to lead on Children Centre agenda and to coordinate liaison with Children's Centre Managers termly to ascertain levels and areas of support required for individual communities. For example, support with school readiness and 'Play to Learn' sessions with parents.	Emma with support from all advisors	Sept 2013 – July 2016	Planned programme of visits developed and implemented	Outcomes of visits improve communication and intelligence. EY Team Members attending Board meetings as well as working directly with CC staff Ready to Play Ready to Learn sessions delivered. Six sessions developing. Letting Go and School Readiness .	Emma to meet regularly with CC managers. To be streamlined and delivered across all CC with CC Family Workers taking the lead in time Develop a shared development plan for Early Years. First meeting 11/9/15. Focus on school readiness.
To encourage partnership working between settings and Children's Centres to share developmental data.	Data is shared at least termly to support the Children's Centres in meeting their targets.	Alison/ Stuart Providers CC	Autumn Term 2015	Data is shared and effectiveness is monitored through monthly meetings with EY, CC managers and data team	Collection of children's developmental data from targeted groups can be used to plan effective interventions.	Developmental data to be analysed in CC reach areas. Identified support to be targeted to providers in order to meet children's needs.

PRIORITY : SCHOOL SUPPORT						
OVERALL SUCCESS CRITERIA: 100% of Early Years Ofsted inspection outcomes or LA categorisation in schools will be judged Good or Outstanding.						
EYFSP data will continue to improve on the current trajectory and be better than National levels.	An average of 70% GLD will be achieved across the borough	AP, SHS, School improvement team.	Support to be allocated over the academic year. Results will be known by July 2015	Monitoring of pupil progress data at visits and reviews.	Schools sent predicted GLD %ages to school improvement team in spring term. GLD 70% in July 2015	Identify areas for development – include in training programme Use data to identify schools needing support with specific areas of learning 7 development (eg maths and literacy) Commission writing project (launch 5/9/11) Advisors investigate support given by schools to children in receipt of EYPP, FSM.
At least 25% of maintained schools and independent schools and academies will be moderated in 2015 and meet criteria set by STA.	All schools moderated will be in line with exemplification One day per school moderated, plus at least 3 moderator's meetings, briefing and moderator training/ standardisation meetings.	AP, SHS and moderation team	Pre-Moderation completed in February 2015 and all moderation visits completed by first week in June 2015. Pre-moderation Feb 2016	Monitoring through pre-moderation visits and standardisation meetings.	Moderator's meeting to review pre-moderation meetings and evaluation forms completed by schools to review moderation process.	Analyse data and identify schools for next year's moderation. Check on NQTs and new to EYFS practitioners in schools.
Reception Baseline	All children assessed at start of Reception using an appropriate	AP, SHS, School improvement team	To start September 2015	Monitoring of children's progress shared	Review of End of Key Stage data submitted to LA	Encourage all schools to share baseline data with LA

	assessment tool.			with LA		
SEND support	F1/ Nursery classes will be aware of how to obtain support for children with SEND Dependent on how many visits made to nursery classes to help with paperwork/ offer support etc.	AP/ SHS School SENCO	Ongoing. Timely applications to be made for EYIF/ EIG/ school transition	Monitoring numbers of applications for support. Through core support from SHS/ AP	SHS supporting nursery classes when requested.	Continue to offer support. Ensure that school SENCOs are aware of support available and know how and when to access. SHS to attend school SENCO network meeting?
Transition	All children's individual needs are met on transition from early years setting to school and from YrR to Yr1	AP/ SHS for children with SEND	During Summer Term and then again in Autumn Term once children have started at new setting.	Observations and conversations with Reception teachers. Possible use of baseline data in the future once established	Apparent that some schools are not full familiar with the process of transitioning from Early Years setting to Reception. Correct processes not consistently followed for children with SEND	Ensure that schools are familiar with the processes through communication at SEN cluster moderation. Encourage information from early years provider to be shared on transition to school
Support to F1 and F2 classes	Appropriate support given to F1 and F2 classes based on data, Ofsted outcomes and identification by SI team.	AP for F2/ SHS for nursery classes (F1)	Ongoing and when requested by SIOs	Visits and support monitored through close working with SIOs.	Early Years support to schools currently being reviewed. Schools need to be aware of their core offer.	Meeting with Gill Walker and AS to determine Early Years Support to schools. (16/9/15)