



## 3-4 year olds

### Background

In July 2023, the school had 73 children in the 3-4 year cohort, of whom 18 are not in curriculum data due to having a resource place and being assessed under the SEND Profile. During the year, the school has had 4 children leave and 3 children join; this may make the data slightly viable, however not significantly for reporting purposes. 11 children within the data set are in receipt of EYPP, 20 children have English as an additional language and there is a make-up of 27 girls and 28 boys. It is important to note that the children in this data set have now left the school to start their Primary School journey.

### Data Analysis

N2	Baseline		Autumn		Summer		Increase in % now on track	Increase from baseline
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track		
CL	57%	43%	66%	34%	71%	29%	5%	14%
PSED	49%	51%	57%	43%	78%	22%	21%	29%
PD	49%	51%	71%	29%	91%	9%	20%	42%
M	N/A		46%	54%	78%	22%	32%	N/A
LIT			45%	55%	69%	31%	24%	
UW			38%	62%	76%	24%	38%	
EAD			54%	46%	78%	22%	24%	

### What is this data telling us about strengths?

The percentage of children moving from not on track to on track across the year is at least 20% across all areas, except communication and language. The highest growth is in **Maths** (32% increase) and **Understanding the World** (38% increase) from the Autumn data.

This year we have reviewed the mathematics planning and created medium term plans for understanding the world. There are been a huge drive on the outdoor curriculum and how to bring subjects into the garden; the maths area has been extremely popular in the garden over the last few terms, with number and shape hunts, as well as collections to foliage and then explore.

The mathematics planning has a higher focus on repeating aspects and ensuring the children have the time to repeat and practice skills both in adult led and the child initiated environment.

In addition, from the baseline data it evidences a significant increase in **Physical Development** (41%). The school has been focussing on the physical skills that are available in the outdoor environment and how children can be encouraged to use the outdoor environment to build their gross motor skills. As well as the outdoor environment, the children are offered a number of physical interventions in the main classrooms, including fine motor challenges, Dough Disco, Squiggle while you wiggle and Write Dance, which all help promote the development from gross motor to fine motor.

## 2-3 year olds

### Background

In July 2023, the school had 48 children in the 2-3 year cohort, of whom 10 are not in curriculum data due to having a resource place and being assessed under the SEND Profile. During the year, the school has had 8 children leave and 19 children join; this made the data from term to term very erratic and unmeasurable to show progress in movement from not on track to on track. 13 children within the data set are in receipt of two year funding, 10 children have English as an additional language and there is a make-up of 18 girls and 20 boys. The majority of these children have remained at Hart Hill for their nursery year and so for the purpose of next steps, the baseline data for their initial stage in their new classes has been included. It is important to note that the data across the year has been challenged by governors and SLT due to the high percentages of children who were on track at baseline and autumn assessment (some were 100% were on track). During these terms the SLT met with keyworkers to break down the assessments and discuss individual children to ensure this data was accurate. It became evident that although staff felt the children were not on track, they were marking them as on track due to using the assessment support as a tick list; the spring and summer data was more accurate as the school moved away from using the support document and used the SNOF vocabulary to record where children were in terms of on track and not on track.

N1	Summer '23		Baseline '23	
	38 CHILDREN		64 CHILDREN	
	On Track	Not on Track	On Track	Not on Track
CL	68%	32%	39%	61%
PSED	71%	29%	45%	55%
PD	89%	11%	63%	37%
M	53%	47%	N/A	
LIT	61%	39%		
UW	79%	21%		
EAD	87%	13%		

Since July 2023, 24 children have joined the school and 6 have left the school. The subject leaders have explored the children who have returned and if they have remained on track over the summer holidays or regressed. 5 children have regressed in Communication and Language, 6 have regressed in their Personal, Social and Emotional Development and 1 child has regressed in their Physical Development.

### What is this data telling us about strengths?

There is a high percentage of children working on track in the summer in both **Physical Development** (89%) and **Expressive Arts and Design** (87%).

This year, the school introduced a long term plan for Art and Music, which has been adapted and updated to ensure it is age and stage appropriate and has time to repeat, as well as learn new skills. Imaginative and dramatic play has been a focus of the year, with the EAD lead visiting other settings and sharing good practice and findings with the staff. Role play areas have been carefully thought out and planned for, with enhancements added, rather than full changes so frequently; this has allowed children to develop confidence in acting out roles and developing characters to play.

As with the three year old data, the school has focussed on the progress of physical development in the garden and the classroom, thinking about starting with gross motor and moving through to fine motor skills when ready.

## **What is the data analysis telling us about next steps for 2023-2024?**

The 3-4 year data shows a block on the percentage of children moving from not on track to on track in **Communication and Language**. These children all have English as an Additional Language, or, where they have English as home language, the families are being supported either by the family worker team, or social care. In addition to this, in the summer term around 1/3 of children are not on track in **Literacy**.

The 2-3 year old shows that a significant number of children were not yet on track in **Mathematics** (47%), with **Literacy** and **Communication and Language** also lower than we would like, similar to the 3-4 year data.

The school did not initially have a long and medium term plan for communication and language, as this was threaded through all subjects, however we have now developed a standalone plan which focusses on time to talk and develop vocabulary.

The family worker team offered 'The Nurturing Programme' for families they were working with, however the uptake was not high and so many of the families cannot yet see the impact experiences and playing with your children can have on their development. The families did attend the family worker trips to the zoo, where the family workers modelled good interactions with the children; interaction was noted to be lower with their children than the other adults on the trip; we will continue to look at ways to engage parents in supporting vocabulary, alongside the Literacy work we are doing regarding the importance of reading to children.

The lead for communication and language has been trialling ways in her classroom to upskill and make staff aware of consistent vocabulary for all group times and successful strategies will be promoted and rolled out across the school this year. Each medium term plan now has individual vocabulary cards, with In Print symbols to match; this will allow staff to know what vocabulary is key for each session. In addition, the school has completed the first year of the Word Aware programme and this is showing a good impact in the classrooms; it is taught differently in each room, depending on the age and stage of the children. Staff's confidence with this has increased and we aim for this to have a bigger impact in the 2023-2024 academic year.

The EAL learning mentor worked extremely hard with the children on her caseload, planning and supporting vocabulary, through lift off to language groups, chatter bags and dropping in to ChiL activities to model communication and language skills. Unfortunately due to staff leaving the school and a lack of recruitment in the summer term, the sessions the EAL Learning Mentor was able to commit to were limited and so the impact was not as great as expected. Although we still have recruitment issues in the school, we have ring-fenced three days for EAL and two days for support with cover of part time staff.

The timetables have been adjusted to ensure that all staff have time for good quality interactions with children during ChiL, so that the focus can be on talking to, listening to and developing vocabulary throughout the sessions, as well as teaching explicit vocabulary in group time sessions.

The subject leader for literacy has been worked hard on staff's knowledge and the implementation of a new phonics scheme, as well as what pre phonics looks like in the school; this links to the work the communication and language lead has also been doing, as pre literacy is communication and language.

Next year, the lead for literacy will be focussing on parents engagement with reading. The school has altered timetables and developed a strong long term plan for literacy, linking CL and PD where needed, and promoting stories every day, as well as clear focus book for a good period of time, so that children learn a story off by heart and the understand the vocabulary and comprehension of the text, however the children are not experiencing reading at home, through bedtime stories or visits to the library. Following a survey on the use of mobile phones and ICT, it is apparent that many families allow their children to use technology as toy or 'down time' and the school is working hard on the parents seeing the benefit of interactions and time together without technology. Currently, of the summer reading challenges that were sent out to the parents, none have been returned and when discussing the children's school library books that we share and they take home, the majority of them say they do not read them at home.

The school has made initial links with the library, and plans to sign all children up to the library, taking regular visits with parents to see what they have to offer and how families can access this resource independently.

The EAL Learning Mentor is auditing and exploring the books we have that are bilingual, to encourage all children to have an experience of reading together with an adult, whether that is in home language or English.

The subject lead for mathematics will be auditing and purchasing resources that are specifically for the 2 year old provision; for the past few years, the two year old provision has been growing and now has three classes across the school. The school therefore needs to ensure there are ample resources to support the opportunities and activities that the staff are planning to ensure that children have plenty of ChiL time to apply the skills they are being explicitly taught, such as counting, sorting and shape.