


Unlocking Talent and Fulfilling Potential : EYFS Communication, Literacy & Language

Our School Strategic Improvement Fund (SSIF) Project Summary

Lead School Senior Responsible Officer	Heacham Infant and Nursery School Louise Jackson - Executive Headteacher head@heachaminfant.norfolk.sch.uk 											
Purpose of bid	<p>The issue we intend to improve is the % of disadvantaged pupils in EYFS who reach Exceeding within the Communication, Literacy & Language (CLL) strand of the Early Learning Goals (ELG). The Education Endowment Fund (EEF) evidence for the Nuffield Early Language Intervention shows that you can gain 4mths progress with EYFS pupils. This will help to diminish differences in early language acquisition & use between disadvantaged & non disadvantaged pupils in 11 West Norfolk schools. Early gaps in attainment between disadvantaged and non disad' perpetuate themselves across KS1 & lead to lower attainment in KS2, limiting achievement of More Able disadvantaged pupils.</p>											
Participating schools	<p>Eligible (must be 70% of cohort) - 11 schools</p> <table border="1" data-bbox="379 902 935 1205"> <tr><td>Dersingham Primary School</td></tr> <tr><td>Snettisham Primary School</td></tr> <tr><td>West Lynn Primary School</td></tr> <tr><td>Clenchwarton Primary School</td></tr> <tr><td>Sedgeford Primary School</td></tr> <tr><td>Docking Primary School</td></tr> <tr><td>Brancaster Church of England Voluntary A</td></tr> <tr><td>Gaywood Primary School</td></tr> <tr><td>Hunstanton Primary School</td></tr> <tr><td>Litcham School</td></tr> <tr><td>Highgate Infant School</td></tr> </table> <p>Non Eligible - 1 schools Highgate Infant School</p>	Dersingham Primary School	Snettisham Primary School	West Lynn Primary School	Clenchwarton Primary School	Sedgeford Primary School	Docking Primary School	Brancaster Church of England Voluntary A	Gaywood Primary School	Hunstanton Primary School	Litcham School	Highgate Infant School
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Which specific local SRIB priority/priorities are being addressed?	<p>Borough Priority: In Norfolk % of pupils who exceed in CLL is 6.6% compared to a NA of 14.8%. APS achieved in Norfolk is well below national (ranked 145/163 LAs). The project will engage parents & train staff in language acquisition which will impact on Persistent Absence (2% higher than NA in 16/17).</p> <p>Eligible schools: In the schools supported by this bid 0 pupils exceeded in all CLL strands in 2017.</p>											
What programme will be used?	<p>Nuffield Early Language Scheme Click here for a link to the website It is proven (through EEF trials) to improve the spoken language ability of children during the Nursery -- Primary transition and in the child's 1st school year. 3 sessions per week are delivered to groups of 2-4 in the final term of Nursery and continuing in the first two terms of Reception.</p>											
What existing evidence supports this intervention?	<p>An independent evaluation of the Nuffield Early Language Intervention has found that it improves the vocabulary, grammar and listening skills of four- and five-year-olds by as much as four months. Click here for a link to the report Click here for a link to the EEF webpage Main Focus: Feinstein 2003 'Very Early Evidence' showed language acquisition by 22mths can predict achievement at 26 yrs. Project's main focus aims to intervene at earliest possible point.</p>											
What changes are being targeted as a result of this project?	<p>Short term: <i>Staff</i></p> <ul style="list-style-type: none"> ● Teaching Assistants demonstrate <ul style="list-style-type: none"> ○ a high level of staff consistency in language, behaviour and practice 											

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	<ul style="list-style-type: none"> ○ are skilled in delivering communication and language intervention across schools ● Every adult in school acting as a role model for correct language use and effective language acquisition. ● Teaching Assistants and Nursery Nurses deployed in meaningful communication and language activities and interactions. <p><i>Pupils</i></p> <ul style="list-style-type: none"> ● All eligible will receive the 30 weeks intervention programme to improve their spoken language ability during the transition from nursery to primary school. ● Pupils will receive dedicated timetables sessions to ensure routines are embedded focusing on listening, narrative and vocabulary skills. ● Pupil will work through a phonological awareness programme in the final ten weeks. <p><i>Governors</i></p> <ul style="list-style-type: none"> ● Are able to understand barriers to progress, identify ways to overcome them and celebrate successes of program. ● Are to be skilled up on language challenges faced by disadvantaged pupils. ● Link Governor will be trained to be able to analyse and understand the data sets that will be presented and be able to hold SLT to account: <p><i>EYFS Leads</i></p> <ul style="list-style-type: none"> ● Skilled up to monitor Early Language intervention for disadvantaged pupils at risk of not making progress in CLL. ● More confident at holding staff in setting to account ● Able to set clear improvement goals with defined measurable success criteria - for the short and long term ● Improved networks for support and challenge to ensure cycle of continuous improvement endures <p>Long term:</p> <p><i>EYFS Settings</i></p> <ul style="list-style-type: none"> ● Common approach between the participating schools created so teachers and TAs can improve skills and subject knowledge through joint professional development which will result in improving outcomes for disadvantaged children receiving exceeding in Communication and Language in GLD. <p><i>KS1</i></p> <ul style="list-style-type: none"> ● Increasing percentage of more able disadvantaged pupils achieving Greater Depth in Reading and Writing within the Year 2 KS1 Teacher Assessments. <p><i>Overall</i></p> <ul style="list-style-type: none"> ● Diminishing gap between achievement of disadvantaged and non disadvantaged pupils, within Communication and Language measures, on entry to Reception - following 10 week Nursery program from Nuffield Foundation.
<p>Who will be affected by these changes?</p>	<ul style="list-style-type: none"> ● Governors - an improved understanding of language acquisition challenges ● Pupils – a greater confidence with language and vocabulary ● Teachers & Lead TAs – improved pedagogy, subject knowledge and teaching strategies ● EYFS Leaders and SLT in participating schools – members of staff will need to be highly committed to the ethos and aims of the project
<p>How will this work be monitored and evaluated?</p> <p>How will accountability be evidenced?</p>	<p>Accountability Headteachers and EYFS Leads will work together to create a Memorandum of Understanding (MoU) which the NLE (Project Manager) will use to hold them to account.</p> <p>Day to day delivery The TA led intervention will be supported and monitored by the EYFS Lead in setting. SLE weekly visits quality assures and support this. SLE visits will be recorded in professional logs to act as evidence on actions and impact during project.</p>

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	<p>Governance An appointed Link Governor - for each school will be supported by the NLE & SLEs - so that each Governing Board are enabled to monitor their own outcomes and challenge school leaders internally.</p> <p>Assessment Baseline assessment data will ensure that right disadv' pupils are targeted for support with intervention. It will also show short term progress as pupils complete each 10wk block of the scheme. Further measures taken from termly submission of Development Matters judgements. Long term goal is for project to show gap between % of disad' and non disad' achieving Exceeding in CLL is diminishing. This will be taken from FSP in 2019 & 2020.</p>
<p>How will this work lead to sustainable change?</p>	<p>The strategy encompasses interventions to drive improvement in leadership, pedagogy & parental engagement for pupils aged 3--5. By end of 4 terms outcomes will have improved for disadvantaged pupils in Nursery and YR with schools having confident leads who can maintain & build on improvements in pedagogy & leadership.</p> <p>Lead practitioners for each school will be chosen carefully in order to ensure that best practice will be shared across the school, and then across schools as the programme is implemented. The HPTSA will aim to recruit some of the participants as Early Language specialists (SLEs) during and following the project in an effort to ensure that there is a base of 'Language Champions' who are well-placed to provide support to schools in future.</p>
<p>Lead Schools with TS partners and other contact details</p>	<p>Andrew Johnson West Norfolk Academies Trust a.johnson@springwoodhighsch.co.uk Ann Stokes tshead@sheringhamprimary.norfolk.sch.uk Joanne Stanley - Director of Teaching School- Havering Alliance</p>