

Teaching Schools Leicestershire

East Midlands Challenge Project Tackling disadvantage and closing the achievement gap

Case Study –Raising achievement in FSM children in EYFS

Summary

Looking at the progress of FSM children and making sure they are at the forefront when planning, monitoring and analyzing.

Change in mindset when thinking about FSM children

Name of school

Church Hill Infant School

Brief description of what the case study is about

Year long focus on raising the achievement of FSM to that more in line with national attainment.

Why did this work take place?

Need to close the gap between FSM and non FSM
Previous year data
GLD FSM 42.9%/ Non FSM 53.6% = 10.7% gap

Description of the work undertaken

- 1) In depth knowledge of who FSM children by all staff
All staff in FS department know who these children are
 - Systems- check sheets, observations, trackers etc made reference to them
 - In depth data on these children collated and shared eg term of birth/EAL/SEN/pre-school experiences/health issues/**attendance**
 - Talk and discuss with everyone who was involved with the child to get as much information and feedback as possible.
 - Always at the back of everyone minds!
 - FSM children not always lower ability or SEN. Can be HA – needed to make sure they were also getting what they needed through personalised learning.
- 2) Tracking and analysis
 - Data analysis from EYFSP data comparisons/Baseline
 - Also regular analysis - daily/weekly/monthly/termly/yearly
 - Key focus in pupil progress meetings
- 3) Planning and provision
 - Action plan- termly cohort action plan which specifically states what we are doing for FSM children and why. What specifically is needed to close the gap?

- Regular monitoring of the action plan. Was it working? If not, why not? What next?
 - Short term planning - think about their needs – what is pertinent to them?
 - Give these children extra opportunities to access activities/tasks again
 - Personalisation and differentiation- know what works for them and their learning styles
 - Names highlighted on planning and observation sheets so as to be at forefront
- 4) Mind-set - Not about an extra adult or an intervention
- Used the quality that we already have in the team
 - High expectations of the children by all.
 - Adults used wisely to maximise impact
 - Extra time and focus on these children with what they need- little and often, opportunities for them to do activities first, repeat activities again through the day with an adult
 - Go back to basics e.g. think about pedagogy, Phase 1, opportunities for children to apply their learning, 'challenges', outdoor learning etc.
- 5) Quality first provision
- Quality first teaching first and foremost - backed up by research and DfE
 - What works for all children will work for FSM children- if not more so!
 - Pitch and pace – ensure that this is right for FSM children – may need a different pace of learning?
 - Lots of opportunity to do things again- maybe in a different way – 'overlearning' and revisiting
 - Audit your provision- have we got the right learning environment / resources to enable these children (and indeed all children) to achieve their full potential? "If you always do, what you have always done then you will always get what you have always got!"
- 6) Importance of language development
- Talk, talk, talk!
 - Opportunities to apply- realistic and meaningful experiences
 - Giving experiences which the children may not have had
- 7) Importance of the adult
- ELF (the Early Learning Facilitator!) -Role modelling and play partnering still a key element of good FS practice. Are all adults skilled at this? Do they understand what it is they are looking for and observing? Do they understand the next steps needed?
 - Making sure language/key vocab and questions are planned
 - Audit where your adults are - can they be used more wisely to help with the next steps of your FSM children?
- 8) Extra money- spent wisely!
- Our mantra 'quality resources, quality play, quality outcomes'
 - What will help these children **the best**? (might be an extra adult/resources etc)
 - Canny! What will help **all** the children not just FSM children!

- Bring parents on board- parents sessions for phonics and Numicon with special focus on getting FSM parents to attend with free resources for them, trips- took these parents with us and paying for them to go

Impact of this work

- **Gap - FSM 55.5% Non FSM 55.1% = 0.4%**
- Shared our approach and inset with group of schools through an LA project on raising achievement for FSM children

Key learning points

See above

Next Steps

Development of ideas more widely to other STEP EYFS departments through our next project

Recommendations to other schools

See above!