

Early Years Leader Planner

This document is designed to support Early Years Leaders with what to do when throughout the academic year. Leaders can download and edit the document to add additional actions relating to their school.

More detail about any words/phrases written in **blue** can be found in the Early Years Leader Planner Glossary of Term document. If you would like to discuss any elements of the planner further, please contact your Early Years Consultant for support.

Please note some actions within the planner may not be carried out by the Early Years Leader, therefore please adapt the planner in accordance with your school's systems.

Ongoing Actions

The following actions will occur throughout the year:

- Early identification of need: starting the **Graduated Approach** for children who are not on track and not making expected progress.
- Reviewing **action review records** as part of the Graduated Approach.
- Applications for additional funding (in consultation with SENCo): **EYSTAR** (for funded 2, 3 and 4 year olds); **STAR** (for reception children); **COSA** (for children with long term needs);
- Appropriate use of additional funding: how is the funding children receive used to directly benefit them (including EYPP, PP and DAF)?
- Monitoring the impact of additional funding on disadvantaged groups (SEND, EYPP, PP, FSM).
- Complete **School Readiness Checker** assessments on the Passport when due (follow the **EY Summative Assessment Yearly Planner** for children in 3 and 4 year old children).

Term:	Term 1			
Month:	September	October	November	December

<p>Actions:</p>	<p><i>(Pre-September: read all transition information for new starters.</i></p> <p><i>Ensure a consistent approach to planning and assessment is agreed across EYs.)</i></p> <p>Identify priorities for the coming year and update the Early Years/school development plan.</p> <p>Identify disadvantaged children in each cohort (EYPP, PP, FSM, SEND).</p> <p>Complete baseline Passport School Readiness Checker Assessments and agree actions to support those who are 'not on track' to get back 'on track'. Begin interventions.</p>	<p>Reception Baseline Assessment to have been completed by early October.</p> <p>Outcome of Reception Baseline Assessment used to inform planning.</p> <p>Observation of practice: wellbeing and involvement focus.</p> <p>Complete annual supervision and appraisals for all EY staff.</p> <p>Review and agree next steps for children who are 'not on track' and for disadvantaged groups.</p> <p>Headcount submission for funded 2, 3 and 4 year olds.</p>	<p>Work scrutiny for disadvantaged groups (focus dependent on school priorities)</p> <p>Progress review for disadvantaged groups and children 'not on track'.</p> <p>Review impact of interventions</p> <p>Complete Progress Check at Age 2 for relevant children</p>	<p>Complete spring medium term plan (including external visits).</p> <p>Formative assessment: review documentation of children's thinking and learning.</p> <p>Moderate children who are 'on track' and 'not on track' to school readiness.</p> <p>Review and agree next steps for children who are 'not on track' and for disadvantaged groups.</p> <p>Curriculum impact review.</p> <p>Transition for new nursery starters (including home visits).</p> <p>Review impact of additional funding on relevant children (EYPP, PP, DAF).</p>
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	<p>Set staff CPD plan for the year.</p> <p>Share Early Years Vision.</p> <p>Hold welcome meetings for new parents/carers.</p>			<p>Gather information from parents for applications for additional funding: Early Years Pupil Premium (for eligible 3 and 4 year olds) or Disability Access Fund (for eligible 3 and 4 year olds).</p>
Comments:				

Term:	Term 2		
Month:	January	February	March
Actions:	<p>Set new intervention groups.</p> <p>Observation of practice (focus depending upon identified priorities).</p> <p>Headcount submission for funded 2, 3 and 4 year olds.</p>	<p>Work scrutiny for all children (sample of on track, not on track, disadvantaged groups)</p> <p>Progress review for disadvantaged groups and children 'not on track'.</p> <p>Complete Progress Check at Age 2 for relevant children</p> <p>Review and agree next steps for children who are 'not on track' and for disadvantaged groups.</p>	<p>Complete summer medium term plan (including external visits).</p> <p>Review impact of interventions.</p> <p>Moderate children who are 'on track' and 'not on track' to school readiness.</p> <p>Transition for new nursery starters (including home visits).</p> <p>Review impact of additional funding on relevant children (EYPP, PP, DAF).</p>



			Gather information from parents for applications for additional funding: Early Years Pupil Premium (for eligible 3 and 4 year olds) or Disability Access Fund (for eligible 3 and 4 year olds).
Comments:			

Term:	Term 3			
Month:	April	May	June	July
Actions:	<p>Observation of practice (focus dependent upon identified priorities).</p> <p>Review and agree next steps for children who are 'not on track' and for disadvantaged groups.</p>	<p>Begin the transition process.</p> <p>Progress review for disadvantaged groups and children 'not on track'.</p> <p>Moderate children who are 'on track' and 'not on track' to school readiness.</p> <p>Attend Local Authority moderation events where relevant.</p> <p>Begin end of year reports.</p>	<p>Summative assessment: complete exit point data.</p> <p>Complete sense check for EYFS Profile with Headteacher.</p> <p>Submit EYFS Profile for Reception children.</p> <p>Gather all transition information for the next phase.</p>	<p>Accept School Readiness Passport transfers and read transition information for all new children.</p> <p>Review long term curriculum plans for next year.</p> <p>Complete autumn medium term plan (including external visits).</p> <p>Plan timetables for next year.</p>



		<p>Headcount submission for funded 2, 3 and 4 year olds.</p>	<p>Transition for all new starters (including home visits for new nursery starters).</p> <p>Complete Progress Check at Age 2 for relevant children</p> <p>Review and agree next steps for children who are 'not on track' and for disadvantaged groups.</p>	<p>Review action plan/development plans.</p> <p>Appraisal reviews.</p> <p>Review impact of additional funding on relevant children (EYPP, PP, DAF).</p> <p>Gather information from parents for applications for additional funding: Early Years Pupil Premium (for eligible 3 and 4 year olds); Disability Access Fund (for eligible 3 and 4 year olds); Pupil Premium (for Looked After Children, children on Free School Meals or Forces children).</p>
Comments:				

