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| **General Information** |
| School name |  | School URN |  | Local authority |  | Pupil premium (%) |  |
| Ofsted rating (including date of last Ofsted) |  | % Expected in Communication and Language ELG 2018-19 and 2022 | 2018-19:2022: | % Good Level of Development (GLD) 2018-19 and 2022 | 2018-19:2022: | % children SEND??SLCN specific?? |  |
| **Project Leaders** |
| Leader accountable |  | Senior Leader supporting, monitoring and validating |  | Team Members involved |  |
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| **Readiness Checklist**  | **Details** |
| *Has the EL audit been completed and reviewed?* |  |
| *Do leaders understand the importance of Early Language and what works in supporting language development?*  |  |
| *Have appropriate staff members attended the EL sessions?* |  |
| *Have barriers to language development in school been identified?* |  |
| *Has INSET time been allocated?* |  |
| *Has a budget been set for EL and committed? (£)* |  |
| *Is EL on the school’s development plan?* |  |

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| **Priorities**  | **Outcome/aim and impact desired and how will this be measured?** | **Current Baseline** | **Actions Required to reach outcomes (including timeline and resources)** | **Evaluation**  |
| All staff to be aware of the barriers specific to the school regarding language development | Rigorous assessment systems and teacher confidence ensure that children ‘at risk’ of falling behind keep up with age appropriate expectations, ensuring they can access the curriculum.  | There are a smallnumber of teacherswho have extensiveknowledge ofchildren’s language developmentwhile others have notyet acquired thesame level ofknowledge. | Improve teachers’ knowledge of barriers to typical language development:1. Time given in INSET/staff meetingsa. Time to read researchb. Time to discuss children’s progress in teams – ensuring a moderation of judgements2. Assessment system agreed and consistent3. 28th October staff meeting - SLCN |  |
| Majority of parents/carers to be involved in children’s development | Children will be surrounded by language opportunities, some of which are targeted interventions being continued into the home environment. Parents/carers are comfortable in approaching staff with any language concerns. | A minority of parents engage with ‘events’, such as workshops. These parents are those who already support language development at home through speech and stories and, as a school, we need to do more to engage those ‘reluctant’ families | Improve teachers’ knowledge of potential reasons behind a family’s reticence to engage:1. Time given in INSET/staff meeting
2. Identification of particular families
3. Empathy towards past experiences – overcoming these
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