



## 2023-2024 - School Development Plan - key priorities

### Overview of priorities and rationale

\* acronyms list at end of document

#### Leadership and Management

Priority 1	Current position
To ensure long term sustainability through balanced income, resourcing and provision and active support of the wellbeing of all staff.	<p>As anticipated, roll for 2022/2023 continued to be impacted by the borough wide decline in numbers on roll and demand for places. This change has been heavily influenced by a 25% drop in the local birth rate since 2009, migration due to Brexit and families moving out of the borough. As in previous years we are also experiencing higher pressure from the local primary schools with nursery classes with some schools promising reception places if children attend their nursery or offering free full time places to children who are not entitled to DERN.</p> <p>The percentage of children with SEND requiring intensive adult support has continued to rise. We have focused on prompt application for EYIF, DAF and DLA. The local authority has made further changes to the application and criteria for EYIF making it ever more challenging and time consuming to obtain funding for all children with SEND; this is particularly noticeable for those children that have less significant need and for whom we are not making outside agency referrals. We secured three new EHCPs taking the total to 5 and made a further 5 assessment requests, three are at the drafting stage and two are under assessment awaiting a response from the local authority SEND panel. We anticipate that we will benefit from the funding of just one of the 5 new requests. We are continuing to gather evidence for a further 5 children. The cost of supporting children with SEND continues to exceed the additional SEND funding from the local authority whether through inclusion funding or EHCPs.</p> <p>In addition to the cost of SEND support, we are also faced with rising staffing and fuel costs, the maintenance of aging services, buildings and outdoor area plus reduced income due to the falling roll. Office staff and the HoS ensure rapid response to all enquiries and applications. We continue to explore options to protect income and sustain our exceptional provision with more limited resources.</p> <p>Leaders have consistently high expectations for staff and children and they understand the impact of the pandemic and current inflationary challenges have on the well-being of so many. Given the uncertainty on staff and school finances, SLT are determined to keep staff wellbeing a key focus and ensure that staff workload is</p>



	<p>closely monitored. A confidential Federation survey that included issues associated with mental health and wellbeing has been shared with all staff. The findings will assist with supporting staff wellbeing.</p> <p>The monthly Health Assured Newsletter is shared with all staff and points of possible interest are highlighted. To ensure all staff are feeling supported and heard, they have had their own team group meetings to discuss work load and any other issues to be brought to the head of school's attention as well as having one to one meetings with the head of school. Workload has been discussed weekly so that staff are able to talk about any concerns with keeping up with leadership requests, expectations, their own paper work as well as teaching and learning. Additional time and staff meetings were allotted for staff to monitor learning and assessment, developing and reviewing action plans for children's wellbeing and involvement and communication friendly environments as well as Wellcomm assessments, moderation of learning, report writing, children's targets and reviewing the school development plan.</p>
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**Quality of Education – Intent, Implementation, Impact (Also links with Priorities 3 and 5)**

<b>Priority 2</b>	<b>Current position</b>
Maintain high quality teaching and learning to ensure strong outcomes for all children	<p>There are two main classes with the Leaving 3-4 year olds in one class and a mix of returning 2-3 year olds in the other. The teachers assist the Head of School in the day to day monitoring of teaching and learning and one teacher has a specific responsibility for assisting in the monitoring of planning, implementation and impact of provision for children with SEND. During the Autumn term there will be a focus on ensuring new staff teams are settled, feel supported and are working well.</p> <p>We are using Evidence Me for capturing learning and involving parents in their children's learning and development. All TAs, EYEs and teachers record observations and photographs and enter assessments on the tracker. During the summer term, Key Persons were able to look over the new, simplified Lambeth Nursery Schools Framework which will be used to inform children's learning and development from September 2023. For monitoring progress, we will use our own attainment spread sheet. Understanding and using these systems effectively will be a CPD focus at the start of the year.</p> <p>During the past twelve months there has continued to be a coherent and consistent approach to professional development that focuses on enabling staff to improve outcomes of all children.</p> <p>All teaching staff understand the importance of supporting and developing children's listening, understanding and spoken language skills as communication and language skills underpin all seven areas of learning and development in the Early Years Foundation stage. During the Autumn term Wellcomm assessments were carried</p>



out for all children and subsequently for all additional new starters. At the start of the year 15 children were known to SALT, a further 16 referrals were completed. Wellcomm ensured swift identification of children with speech and language needs. All identified children received some form of targeted support including interventions from the Wellcomm programme, Talking Tables, Talking boxes, attention groups, colourful semantics and intensive interactions. Trained EYES deliver Talking Tables, a speech and language intervention that can be adapted for both support or challenge. Children in receipt of EYPP are targeted for Talking Tables which is delivered as a termly programme.

The HoS has successfully completed the Mathshub, Professional Development Lead Accreditation and Development programme for early years and has used the programme to support teaching staff to develop their confidence and understanding of how to teach and support children's early mathematical development. Through INSET and staff meetings, staff were supported to develop their understanding of the learning progression for subitising and more importantly the pedagogy required to support children to love and achieve in mathematics. Action research and training sessions were used to explore the following question:

"How can our provision provide daily opportunities for children to subitise and talk about making, manipulating and explore small collections/ quantities "

The success of the professional development is reflected in the following staff feedback:

*"I believe that I have a much better understanding of subitising. I have improved my maths questioning and talk and I believe I am engaging in more discussions about small quantities with children"*

*"I am more confident at modelling and differentiating subitising activities for young children"*

Ideas and concepts linked with growth, change and core books are used to inform planning and provision as well as taking into account children's own interests and relevant, purposeful seasonal events and celebrations.

An Early Years Educator leads the delivery of Natural Thinkers across the school. We continue to have a weekly focus on Natural Thinkers; this programme is devoted to developing children's interests, understanding and respect for the environment and nature. It is an outdoor focus to develop the children's prime areas of learning as well as impacting positively on their understanding of the world and their wellbeing and involvement.

Termly moderation sessions have taken place to ensure common agreement across all staff. We hope to restart moderation across the federation during 2023 2024.

The Head of School continues to monitor teaching and learning through learning walks and observations as well as monitoring and moderation of children's achievement and progress. Staff performance management is closely linked to



	<p>the quality of teaching and learning priorities. The quality of staff and child interactions continues to be a key focus together with discussions with staff about where children were when they started, where they are now and their next steps in learning,</p> <p>Throughout 2022 - 2023, on entry data was exceptionally low in prime areas of learning and this impacted on attainment in the specific areas. Observations of children and monitoring of data confirmed that all groups were making progress from their starting points. Children in receipt of EYPP are operating at or above levels of attainment for all children. Children with EAL are broadly in line with attainment expected for children just learning to speak English.</p>
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**Outcomes for children and other learners (Equalities Objective - this is a statutory requirement to be published on the Website)**

<b>Priority 3</b>	<b>Current position</b>
Improve outcomes for all groups identified as at risk of underachievement	<p>All children made progress from their starting points. We will continue to focus on increasing the percentage of children operating within the expected level for their age. Outcomes for children in receipt of EYPP was marginally above those for children not in receipt of EYPP; children with English as an additional language were broadly in line with the exception of PSED and word reading where there was an average difference of 6.46%. The attainment gap between boys and girls reduced in the majority of areas with the exception of listening and attention and understanding where there has been a slight increase. The gender gap continues to be an area for further focus. Focus groups will be identified using current priorities together with those identified from our new on-entry assessments. All children will receive on-entry and Wellcomm Assessments.</p> <p>All groups are supported through quality first teaching. Adult interactions with children during both planned and child-initiated play are critical in supporting children's learning and development. Interactions involve communicating and modelling language, showing, explaining, demonstrating and exploring ideas as well encouraging, questioning, recalling and providing a narrative for what the children are doing; interactions can also facilitate and extend involvement and learning. Staff use their observations, subject knowledge and pedagogical knowledge to identify what children know, understand and can do, as well as taking account of children's interests and characteristics of effective learning.</p> <p>Daily evaluations, weekly staff meetings and planning sessions together with moderation, monitoring of teaching and learning are all used to inform and plan for children's next steps in learning as well as to monitor their progress over time.</p>



	<p>These processes are effectively used to identify individual children and groups who will benefit most from additional support. Those children in receipt of EYPP as well as those identified with SEND, EAL and or as vulnerable are a focus at half termly staff meetings to ensure appropriate support or early intervention is put in place.</p> <p><u>All groups:</u></p> <ul style="list-style-type: none"> <li>• <b>Natural Thinkers</b> - there is a well-established system for planting and growing food; the expansive outdoor areas are used to teach children about the benefits of a healthy lifestyle and to learn about and appreciate our natural world.</li> <li>• Our <b>Core Book Approach</b> continues to ensure storytelling activities are always available for children to access independently or as part of a focus. These books are also available for children to take home from the lending library</li> <li>• Using children's interests to engage children in learning.</li> <li>• Offering a varied, inclusive and enabling environment that take into account the local community and its shared cultures, seasonal changes, events and celebrations.</li> <li>• Enrichment activities at school as well as visits and trips.</li> </ul> <p><u>Strategies to improve outcomes for targeted groups:</u></p> <ul style="list-style-type: none"> <li>• <b>As above plus</b> targeted provisions to extend or support identified children. <b>Talking Tables</b> intervention takes place once a week as well as a weekly <b>Wriggle and Rhyme, talking boxes, nurture group, music therapy and language groups</b> (For example, talking boxes, colourful semantics, attention builders and intensive child/adult interactions) as well as specialist Speech and Language <b>Interactive groups and story times</b></li> <li>• Targeted workshops and parent sessions including the programme, Raising Early Achievement in Literacy (REAL)</li> </ul>
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## Behaviour and Attitudes – links with our Equalities Objective

### Current position

At the start of the academic year, children struggled with both independent and collaborative play and once again the rise in roll over the year affected the establishment of routines with children being settled throughout the Autumn and Spring Terms. By focusing on adult – child and child to child interactions through modelling, co-regulating and providing many opportunities for conversations with and between children, children were both more confident and able to play productively independently or as part of a group by the summer term.



Personal Development - links with our Equalities Objective	
Current position	
<p>Each key person monitors the well-being and involvement of the children in their group and each class draws up, implements and evaluates action plans to support identified children. Children with specific additional needs may attend special time in our nurture space; this provides a safe and calm start to the day for those children that need it and it also provides an alternative interactive story time for the children struggling with attention at key group story time. This space offers a quiet and supportive environment where children can continue to grow in confidence, develop positive independence and make progress with their learning.</p> <p>We successfully implemented the LEAP Supported Tooth brushing programme in Autumn 2022 but had to suspend it for the second half of the spring term; this was proactive measure to reduce the risk of spreading coughs and cold. The programme was successfully reintroduced in the summer term. Children are participating well and while it can be a logistical challenge, staff are also hoping that the programme will help to establish the importance of daily tooth brushing and dental hygiene amongst our children. Upstairs and Downstairs have co-ordinated the programme at different times in the day but we will be having a universal time from September 2023 so that the brushing does not impact on the opening up of the provision.</p> <p>Equality, inclusion and diversity are at the forefront of all we do. A questionnaire was sent out in the last weeks of the summer term to gauge an understanding of how families felt supported and included by the nursery. Responses were all positive mirroring the findings of our OFSTED inspection in early July.</p>	
Priority 4	Current position
To ensure all pupils are offered a rich and broad range of experiences	Prior to the pandemic we undertook monthly educational visits to enrich children's experiences however during 2022 to 2023 we found it extremely difficult to recruit sufficient, reliable, adult volunteers to support trips out. Given this challenge our first set of outings had to be cancelled at the last minute, our next attempt was a very successful set of visits to Deen City Farm. As enrichment is such an important part of our curriculum, we are looking into other ways of enhancing our provision with external visitors and creative resourcing. We will continue to plan and offer more educational trips, however, these trips rely on parental support as our safe ratio is one adult to two children.
To build links with our families and the local community	Parents are invited to a range of workshops and enrichment events such as Natural Thinkers and Gardening Fun weeks, participating in the RSPB Big Garden Bird Watch. a Maths workshop and REAL Family Events plus Family Fridays with a focuses on stories, mark making, messy play and rhyme time. Last year, all activities were well attended and feedback positive; parents noted the benefits of being able to go into the provision and experience



	<p>the different learning activities and learn more about how they can support their children's learning and development. Parents have also been encouraged to use our lending library with their children and key persons have also supported this by holding a weekly key group session in the library so that all children have books to take home and share. Actions for this priority will be linked to Quality of Education and maintaining high quality teaching and learning as increased parental involvement in supporting their children's learning and development helps to ensure strong outcomes for all children.</p> <p>We have strong relationships with our Windmill Cluster primary schools and groups of year six pupils regularly visit from the school opposite, for shared reading and gardening with the children.</p>
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## Priorities - detail and milestones

Priority 1	To ensure long term sustainability through balanced income, resourcing and provision and through active support of the wellbeing of all staff.				
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
To increase the numbers of children on Roll	TF	Time- ongoing	<p>Immediate follow up of admission enquiries and applications</p> <p>Monthly stay and play</p>	<p>Increase in total FTE from Autumn Census</p> <p>Monthly stay and play</p> <p>Immediate follow up of admission enquiries and applications</p>	<p>Family Fridays</p> <p>Immediate follow up of admission enquiries and applications</p>
Staff feel well supported in terms of both wellbeing and workload	SLT	<p>Monthly staff Meeting Time</p> <p>Monthly group discussion</p>	Feedback from Summer Federation Survey – use to inform future actions	Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme	Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme



Priority 1		To ensure long term sustainability through balanced income, resourcing and provision and through active support of the wellbeing of all staff.			
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
		Appraisal INSET cost Health Assured	Sharing of Health and Wellbeing Monthly from Health Assured our employee assistance programme  Team Meetings to develop focus and actions to support mental health, wellbeing and workload  Complete staff appraisal	Workload review with staff  Team Review Meeting and feedback as part of staff meeting	End year staff review of wellbeing and workload SIP review and reflection  Staff Appraisal Review
Monitoring by who and when			SLT	SLT/ ISC Governor visit	SLT/ ISC Governor visit

Priority 2		Maintain high quality teaching and learning to ensure strong outcomes for all children			
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
To improve the wellbeing and involvement of all children and increase their range of characteristics of effective learning (CoEL).	TF and Teachers	Termly Staff Meeting and weekly class discussions	Meeting to discuss and plan support for children's levels of well-being and involvement and CoEL  Learning Walk to observe wellbeing and involvement in action	Team Meetings to review Leuven scales and CoEL  Learning Walk to observe CoEL in action  PSED CPD, sessions 2&3	Staff Meeting on Children's Leuven scales and CoEL  Progress of identified children's reviewed and moderated at end-year





Priority 2					
Maintain high quality teaching and learning to ensure strong outcomes for all children					
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
<b>Links with personal development and Equalities Objective</b>			Teachers and 2YO Lead to participate in CPD to explore development of children's PSED as one of the cornerstones to effective learning and development, session 1		PSED CPD, sessions 4&5
Staff using a range of strategies to assist with capturing learning journey and progress of children in their key groups	TF and Teachers	INSET Staff Meeting Time Team Meetings	<p>Staff INSET - Floor Books Staff to share observations with parents once Baselines completed and moderated in a timely manner)</p> <p>Staff meeting to work on individual case studies</p> <p>Team meeting on Evidence Me observations and using the new Lambeth Nursery Schools Federation assessment framework (LNSFF)</p> <p>Federation Teacher Meeting to share experiences and ways forward with Evidence Me</p> <p>Staff meeting to share learning and ideas on using key group floor books</p> <p>Weekly calendar reminder re. sharing of observations with parents.</p> <p>Monitoring of children's records and key group floor books,</p>	<p>Staff Meeting – building confidence with Lambeth Nursery Schools Assessment Framework</p> <p>Progress data and meetings confirm that staff are making effective use of assessment data to move children forwards with their learning and development; children build their learning over time</p> <p>Weekly calendar reminder re. sharing of observations with parents.</p> <p>Staff meeting to share learning and ideas on using key group floor books</p> <p>Monitoring of children's records and key group floor books, clearly evidence children's wellbeing and</p>	<p>Internal and external Moderation of on-entry judgements to ensure common agreement</p> <p>Triangulation of teaching and learning observations, moderation and data confirms that children build their learning over time and make good progress from their starting points.</p> <p>Meeting to evaluate strategies and next steps for capturing children's learning journeys and progress over time</p>



Priority 2 Maintain high quality teaching and learning to ensure strong outcomes for all children					
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
			<p>clearly evidence children's wellbeing and involvement and the voice of the child</p> <p>Parent conferencing used as evaluation point of parental involvement with child's learning and development</p> <p>Internal and external Moderation of on-entry judgements to ensure common agreement</p>	<p>involvement and the voice of the child</p> <p>Parent conferencing used as evaluation point of parental involvement with child's learning and development</p> <p>Internal and external Moderation of on-entry judgements to ensure common agreement</p>	
To further enhanced staff knowledge and understanding of the teaching of Maths to young children	TF	Staff Meeting Time and INSET	<p>Review of progression and support for developing children's mathematical confidence and understanding of quantities</p> <p>Staff Meeting to establish children's starting points in Maths</p> <p>Establish purposeful subitising opportunities as part of daily routines eg using spontaneous focus on number activities to assist with mid-session transitions to lunch or home</p>	<p>Staff Meeting on Problem solving.</p> <p>Action Research: Pattern awareness in young children – opportunities for pattern detecting and making</p>	<p>Creating a pedagogy for number sense</p> <p>Review of Increase in the percentage of children working at the typical level in Number and Numerical pattern for their age</p>



Priority 2 Maintain high quality teaching and learning to ensure strong outcomes for all children					
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
			<p>Staff to carry out observation of maths focusing on problem solving –</p> <p>"How can our provision provide daily opportunities for children to use and apply subitising to solve problems involving small quantities "</p> <p>Staff meeting to action plan -</p> <p>Links to subitising and cardinality – Number talk; how many ways of arranging, sharing problems, redistribution problems,</p>		
Children access a language-rich environment in which they experience high quality interactions and learn different things in different ways, all the time.			<p>Review of on entry assessment complete</p> <p>Clear record on newly introduced vocabulary in class and shared with parents</p> <p>Curriculum Letters shared with parents</p> <p>Observations evidence range of quality child - adult and child to child interactions and sustained shared thinking</p>	<p>Clear record on newly introduced vocabulary in class and shared with parents</p> <p>Curriculum Letters shared with parents</p> <p>Observations evidence range of quality child - adult and child to child interactions and sustained shared thinking</p> <p>Strongly resourced indoor and outdoor provision to</p>	<p>Observations evidence range of quality child - adult and child to child interactions and sustained shared thinking</p> <p>All children make progress from their starting points</p>



<b>Priority 2</b>		<b>Maintain high quality teaching and learning to ensure strong outcomes for all children</b>			
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 23</b>	<b>Milestones, March 24</b>	<b>Milestones, July 24</b>
			Strongly resourced indoor and outdoor provision to allow for both independent and planned activities and learning	allow for both independent and planned activities and learning	
<b>Monitoring by who and when</b>			ISC governors FEDHoS visit	ISC governors FEDHoS visit	ISC governors FEDHoS visit

<b>Priority 3</b>		<b>Improve outcomes for all groups identified as at risk of underachievement (Equalities Objective - this is a statutory requirement to be published on the Website)</b>			
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 23</b>	<b>Milestones, March 24</b>	<b>Milestones, July 24</b>
Improved outcomes for EYPP and lower attaining groups - Boys, EAL and individual children flagged red and amber on the Wellcomm assessment  <b>Links with priority 2</b>	TF	Academic Year  Income from EYPP	Speech and Language INSET – Interactive groups and story time  Wellcomm assessment and On-Entry assessments to completed and priority groups and individuals identified.  Complete EYPP Strategy based on predicted income for 2023 2024	Additional support and challenge in place for identified children  Autumn Key person review meetings  Continue to raise staff awareness of the importance of building resilience and self-regulation in the young children to support their wellbeing and learning	EYPP strategy reviewed  Wellcomm Assessment reviews completed  Key person review meetings  Data shows improved outcomes for target groups including boys and EYPP children. <b>(also see priority 2)</b>



Priority 3		Improve outcomes for all groups identified as at risk of underachievement (Equalities Objective - this is a statutory requirement to be published on the Website)			
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
			<p>Leuven scales and CoEL on entry assessments and action plans <b>(see priority 2)</b></p> <p>Children identified for interventions including Music Therapy, Talking Tables, language groups and emotional development; referrals made to the speech and language therapy service, community paediatrics and Educational Psychology service</p> <p>Staff Meeting – engaging boys in learning All staff are aware of their EYPP, vulnerable children and groups identified on-entry</p> <p>Identifying target groups and families for workshops and events (Maths, Natural Thinkers and Gardening Fun, REAL)</p> <p>Staff Meeting – children's vocabulary and the impact of language on learning skills</p>	<p>Autumn EYPP strategy review</p> <p>Staff Meeting - children's language Staff Meeting - engaging boys in learning</p> <p>Triangulation of teaching and learning observations, moderation and assessments confirms that children build their learning over time <b>(see priority 2)</b></p>	



<b>Priority 3</b>		<b>Improve outcomes for all groups identified as at risk of underachievement (Equalities Objective - this is a statutory requirement to be published on the Website)</b>			
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 23</b>	<b>Milestones, March 24</b>	<b>Milestones, July 24</b>
			Key person Meetings to discuss the children in their group		
<b>Monitoring by who and when</b>			ISC governors	ISC governors	ISC governors

<b>Priority 4</b>		<b>Personal Development - links with our Equalities Objectives and Priority 2</b>			
<b>Intended outcome</b>	<b>Lead person</b>	<b>Time frame and resources</b>	<b>Milestones, Dec 23</b>	<b>Milestones, March 24</b>	<b>Milestones, July 24</b>
Increased parental involvement in supporting their children's learning and development <b>(Links with Priority 2 and 3)</b>	Teachers	All Key persons	Gardening Fun and Natural Thinkers sessions for parents and children  Core books and vocabulary raising early literacy achievement  Maths Workshop 1  Monthly curriculum newsletters  First Educational Outing  Farm Visitor	Big Garden Bird Watch as start/finish to 2nd Gardening Fun and Natural Thinkers  Weekly parent and child book share session  rhyme, alliteration and sounds – early literacy  Mark making  Maths Workshop 2  Monthly curriculum newsletters	Weekly parent and child book share session  Family Friendly Fridays  Monthly curriculum newsletters  Leavers Outings  Maths workshop



Priority 4		Personal Development - links with our Equalities Objectives and Priority 2			
Intended outcome	Lead person	Time frame and resources	Milestones, Dec 23	Milestones, March 24	Milestones, July 24
				Educational Outing 2 Coffee Morning with focus on contribution to children's learning journey through Evidence Me	
Monitoring by who and when			SLT	SLT/ ISC Governor visit	SLT/ ISC Governor visit

## Overarching goals for the next 3 years

Goal 1
Maintain our position at the heart of the local community as a nursery school and children's centre offering high quality education and support for families. Where children's attainment and progress are maximised to ensure they are ready for the next steps in their learning; meeting all children's individual needs, particularly those with special educational needs and/or disabilities.
Goal 2
Adapt and develop provision to ensure financial viability in the future and our ability to withstand significant budget cuts without impact on the quality of provision.
Goal 3
Ensure financial viability through exploring options within the Federation of 5 nursery schools.



## Acronyms

AYR	all year round	ELO	early learning offer	LAC	looked after child	SAO	school admin officer	EYPP	Early Years Pupil Premium
BASC	breakfast and after school club	EY	early years	NCT	non-contact time	SENCO	special educational needs co-ordinator	EvMe	Evidence Me
CC	children's centre	EYFS	early years foundation stage	NS	nursery school	SEND	Special educational needs and disabled	KP	Key persons
CLC	connected learning centre	FSM	free school meals	PP	pupil premium	SLT	senior leadership team	IF	Inclusion Fund
CLPE	centre for literacy in primary education	FEDHos	Federation Heads of School	PVI	private, voluntary, independent settings	SM	staff meeting	DAF	Disability Access Fun
EHCP	education, health and care plan	HV	health visitors	S&P	stay and play	SSM	shape, space and measures	REAL	Raising Early Achievement in Literacy