



Closing the Disadvantage Gap in EYFS

by Nicky Clements



“His name writing has improved greatly and he was awarded the cup this week for super writing”

What was the problem?

I would like all children to complete their homework to a good standard and regularly. I would also like every child to read at home on a regular basis. Some parents feel their children are too tired when they get home or they have extra curricular activities that cause them to be late home. The quality of the child's learning environment at home is poor. There doesn't appear to be a quiet and suitable workspace or support from an adult.

What are you going to do to put the strategy into place?

Send positive notes home, plan in time each day to spend with individual children, take time during the day to speak to the pupil about something non-academic, such as their hobbies or extra-curricular activities, create a language-rich environment and use appropriate visual aids, encourage children to do things for themselves, involve them in decision-making.

Who is the target of your research?

I am looking to mainly improve one child in my class, to help with home learning and support. However, other children may also benefit from a bit more support at home.

What would success in 6 weeks look like?

1. The child would be regularly completing homework and reading at home. His reading and writing level will have improved.

What would Utopia look like?

All children will complete their homework over the weekend and every child will read the 3 books given each week. Parents will make helpful comments in the reading diary so that we know they have been heard read or read to.

Diary

Week	Positive	Negative
1		I have monitored the completion of homework and have noted it is not done to an acceptable standard. I have written in the homework book to ask the child to practice his name and have provided letters for him to draw over and copy.
2		It has been hard - no work completed at home by child. Asked mum to get child to rewrite name after last week and nothing was done. Homework from last week was also not completed.
3		
4	Good. Meeting with mum and dad regarding progress. Emphasised the need for homework to be completed and reading to be done at home. Mum and dad are on board and dad has taken it upon himself to read with Pupil A, one page a night. Before instructions are given to the class Pupil A will be given a prompt to listen and will then be asked to repeat instructions back to adult.	Pupil A is disengaged in class - needs lots of reminders to follow instructions - parents say the same at home.
5	On the carpet Pupil A seems to be improved. During choosing time he has not. Parent consultation went well and I was positive about home school links and the effect the support he is now having at home has had an impact in school even if this short amount of time.	
6		Due to staff absence we have not had intervention groups this week. Edward has been noticeably more distant in class and his behaviour has slipped.

Process Evaluation

Have you improved from your starting point?

Pupil A made great in roads after the parent meeting. Unfortunately following the initial great response from parents and regular 1:1 input at school Pupil A stopped making progress and became more distant again. The 1:1 support was unavailable for a week due to staff absence which seemed to have a big impact on Pupil A's wellbeing and ability to concentrate on tasks. The input at home also stopped, not sure for the reason.

How did the pupils' react to the course?

Pupil A enjoys the 1:1 help and is happier in this environment.

Next Steps...

It did to begin with, and I would recommend to others but the sustainability long term I would question. Situations change and this did not help.

Yes, we will continue to implement 1:1 support in school. This will hopefully keep Pupil A on track and on task in school.