Putting Evidence to Work: Talk for York Strategies

PROBLEM	INTERVENTION DESCRIPTION	IMPLEMENTATION ACTIVITIES	IMPLEMENTATION OUTCOMES
<text></text>	What are essential, non-negotiables of the intervention? What activities and behaviours will you see when it is working? All teaching staff have a collective belief and ambition to improve outcomes for all children. We commit to the Early Talk for York Programme. All parents/carers will be supported to develop their child's speech and communication skills. Use WELCOMM to assess baseline and identify gaps. Use Talk Boost to support part time children.	How will it be done? What blend of activities are required? Staff training to complete Level 3 and Level 4 ELKLAN. Teacher cascade training to Teaching assistants. EY focus on supporting phase 1 phonics and oral blending. Making sure the EY unit is a Communication Friendly setting.	 How will you know that is working? WELCONNIN data snows the children make good progress and the gaps close. EY staff complete assessments and capture data half termly. GLD levels return to those attained pre-covid. Staff to track progress and attainment - daily, half termly and termly provision mapping Children benefit implementation of Speech and language support and Communication friendly setting All parents/carers are confident to support their child with language and communication. Parents evening discussion (Oct 22) Governors have a clear understanding of the rationale underpinning the Talk for York Programme. EY presentation to Governors Increased % 'in communication GLD.



PUPIL OUTCOMES

How will pupils benefit?

Short Term:

Targeted support for identified children is in place.

Medium Term:

Children with speech and language needs are making faster progress and closing the gap.

Long Term:

Reduction of the numbers of children needing Speech and language support from external services.

The EY setting achieve the **Communication Friendly** accreditation

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