



EYFS Strategy 2026-2027

Mission: Improving life chances for all
Values: Equity, Community and Excellence

Challenge	3 Year Objective	2026-2027 Objective	Deliverable actions () = delivery deadline	Risk to delivery	KPI's	Progress (to be reviewed termly)
Ambition for consistently strong EYFS provision across Trust EYFS settings	Strong Trust EYFS Foundations: Clear, consistent expectations for high-quality EYFS provision across the Trust	1. Establish strong Trust EYFS foundations and a consistent model for high quality provision	-Develop and launch a Trust EYFS Handbook (by Dec 2026) -Create EYFS resource hub and CPD platform (Padlet) (by October 2026) -Introduce welcome packs and buddy systems for new EYFS teachers (by Dec 2026) -Establish EYFS working party to support implementation of EYFS strategy (by Dec 2026) -Establish impactful partnerships outside of the Trust: Cornwall LA, RISE, CST, Stronger Practice Hubs (ongoing) -Align EYFS improvement support model with ADE, Director of Education Development and Trust EYFS lead roles (Sept 2026) -Full engagement with BSIL (Best start in life) national programmes (in line with programme cycle)	Variable leadership capacity inconsistent engagement across schools; lack of clarity in roles and responsibilities	Trust handbook is launched to all schools 100% of new EYFS teachers receive welcome induction and greater than 90% give positive feedback at end of 26-27 Evidence of at least 1 impactful 'project' associated with each of RISE, Cornwall LA, Stronger practice hub 100% of settings accessing resource Padlet	
Variation in communication and language practice impacting children's outcomes	Communication and Language: High-quality interactions and language development as the Trust standard	2. Embed high-quality interactions using the ShREC approach and ensure full implementation of screening/	-Deliver ShREC training to all EYFS staff, either through 'Train the Trainer' model or in-setting delivery (working with Cornwall Research School) (by March 2027) -Continue to implement and monitor ShREC (high quality interactions) across all settings	Staff confidence and implementation consistency; competing priorities for training time	100% of EYFS staff trained in ShREC approach 100% of schools using language screening/ intervention tools	



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		intervention tools	-Introduce language screening/intervention tools and support (e.g. Wellcomm) in schools not currently engaged (Jan 2027) -Utilise English Hub Early language training opportunity (in line with programme timelines for 2026-2027)			
Variability in curriculum design, continuous provision and early writing approaches	Curriculum: Expert EYFS curriculum design that secures strong foundational learning	3. Ensure all schools have an EYFS curriculum model which secures strong foundational learning	-Produce guidance on continuous provision and enabling environments (linking to assessment) (Sept 2026) -Strengthen curriculum progression from nursery to KS1 and beyond through curriculum work with ADE's (completion by July 2027) -Deliver training on balancing child-initiated and adult-led learning (termly EYFS networks/ INSET) -Embed Drawing Club approaches and adherence to Writing framework for early writing (March 2027) -Strengthen early identification of SEND through training and guidance (by July 2027) - Support all schools to use 'Mastering number' for Maths curriculum (by July 2027) - Engage nurseries with 'Maths Champion' training and support (in line with programme timelines)	Curriculum changes not implemented consistently; insufficient SEND expertise; staff turnover	100% schools have a clearly sequenced EYFS curriculum 95% of schools accurately evaluate continuous provision at at least 'expected' 100% of schools using Drawing Club 95% of schools have Maths and literacy embedded across all areas	
Inconsistent confidence and use of assessment systems and data	Assessment: Confident, consistent and evidence-informed assessment practice	4. Ensure all schools are confident and consistent in the use of INSIGHT and that we have Trust	-Provide training, support and written guides in the use of INSIGHT (Guides by October 2026, training and support through year) -Develop system of moderation and benchmarking processes including use of DFE exemplification materials (March 2027) -Provide training in the use of GLD comparison tools and VYED portal (November 2026)	Data literacy varies across settings; inconsistent moderation practice; system adoption challenges	95% of teaching staff report confidence in using Insight for EYFS assessment 100% compliance with data deadlines	

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		confidence in the data collected At Trust level, data informs provision, support and interventions	-Analyse key pupil groups and trends at Trust level to inform provision, support and intervention (October 2026)		85-90% agreement across schools in moderation	
Increasing numbers of children not meeting school readiness expectations	School Readiness: Securing the best start for every child	5. Strengthen school readiness through family, community and nursery partnerships	-Use Kindred Squared survey outcomes to identify priorities -Complete audit of school 'reception readiness' during Autumn term to confirm priorities and identify areas of need (December 2026) -Begin to explore community-centred readiness initiatives. Align approaches with Cradle-to-Career strategy and 'Best Start in Life' approaches (July 2027) -Strengthen transition and partnership work with feeder nurseries which goes beyond transfer of information. Begin by identifying starting point (July 2027 and ongoing)	Family engagement challenges; dependency on external partners; limited influence over pre-school provision	Reception readiness audits completed by 90% of schools by December 2026 Evidence of impact of deeper relationships with nurseries impacting on school readiness	
Maintaining sustainable, compliant and high-quality nursery provision	Nursery Sustainability and Compliance: Sustainable, compliant and high-quality nursery provision	6. Ensure nursery sustainability, compliance and strategic growth	-Develop statutory compliance assurance systems aligned to updated Statutory Sept 2026 framework (December 2026) -Write/ review and implement statutory nursery policies (December 2026) -Audit current nursery administration systems and use this to develop sustainable, long-term plan (March 2027)	Funding pressures; staffing shortages; changing childcare policy; nursery viability challenges	100% of nursery settings compliant Full suite of statutory nursery policies in place	



Truro and Penwith
Academy Trust

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	consistently, in all settings		-Support nursery expansion and growth projects with local authority (ongoing in line with DFE programme)			
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