



Bankhead Primary School and Nursery Class

Standards and Quality Report 21/22

Context of the school:

Our School: Bankhead Primary School and Nursery Class is located in Rutherglen in South Lanarkshire. It is part of the Stonelaw Learning Community. There are 335 pupils in the school and 48 children in the nursery – all have full-time places. There are 12 classes in the school. There is a 16.9 teaching staff entitlement in the school and nursery. We have a Head Teacher, two Depute Head Teachers and a Principal Teacher. We have support staff who help with children's learning throughout the school. We have joint job-share team leaders for our support staff. In the nursery we have a teacher, a team leader and a team of Early Years workers who provide educational opportunities for our youngest children.

30% of children attending Bankhead PS are entitled to free school meals. 32% of the children live in SIMD areas 1 and 2. We employ 1.2 additional teaching and 2.0 support staff using the Pupil Equity Fund to address the attainment gap in Bankhead.

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. Bankhead Primary and Nursery School, building upon the support of effective partnerships with parents and the wider community, values each and every child and provide a safe and nurturing learning environment.

Our school vision is: *Working and Learning in partnership to ensure all our children are safe, included and reaching their potential.*

Our Values are incorporated into our school motto: **Bankhead Will SOAR: Success Opportunity, Active, Respect.**

Our school Aims are: To create a happy, caring and co-operative school community. To learn a range of lifelong skills both indoors and out. To ensure all pupils' rights are met by being nurtured, safe, active, healthy, achieving, included, respected and responsible. To provide opportunities for pupils to become successful learners, confident individuals, responsible citizens and effective contributors. To develop creative, curious and inquiring minds.

Review of progress for session Aug 2021- June 2022

School priority 1: Continuity of Learning	
<p>NIF Priority (select from drop down menus)</p> <p>Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u></p> <p>Assessment of children's progress</p> <p>School Improvement</p>	<p>HGIOS?4 QIs (select from drop down menus)</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>1.3 3.2 Raising attainment and achievement</p>
<p>Strategy</p> <p>What did we set out to do?</p> <p>To evaluate and improve our curriculum.</p> <p>Provide consistent approaches to teaching and learning.</p> <p>Provide measurable targets.</p> <p>Improve practice around the key drivers of the NIF – Parental Engagement and Assessing Children's Progress</p> <p>Develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics.</p> <p>Provide pupils with critical ways of thinking and communicating that provoke creativity, imagination and possibility.</p> <p>Nurture emotional growth</p> <p>All learners have access to an encompassing and enriching curriculum which reflects national and local priorities.</p> <p>Learning pathways provide clear structure for staff to ensure pupils build on prior learning and progress across the pathway, attaining appropriate skills.</p> <p>Skills progression will be tracked through rigorous tracking, monitoring and assessment. Pupils are progressing across the skills development pathways -</p> <ul style="list-style-type: none"> • Tracking and monitoring against the career education standards. • Tracking progression through early, first and second level keys skills progression. • 1st and 2nd Level DYW Reflective Wheel and 1st and 2nd Level DYW • Tracking and Evaluation Form. <p>Learners receive experiences that reflect their needs and enable them to continue to achieve and progress, fully engaged in the curriculum that is appropriate for their age and stage.</p> <p>Learners will have access to resources that inspire, motivate and support.</p>	

Maintaining skills in online learning. All children accessing homework online.

Staff will be able to use evidence gathered from assessments to inform next steps and ensure all pupils receive support and challenge.

Learners requiring additional support will be identified and effectively supported.

Staff will be able to record and access assessment data with ease.

Staff will demonstrate increased confidence in using assessment data to determine ACEL.

Data from assessments can be shared with or accessed by relevant partners, parents and staff to ensure appropriate and timely support.

Data will show that Learners have made progress and are on track to achieve the expected CfE levels.

Average CfE levels for Reading increased by 5%. Writing by 10%. Numeracy by 8%.

Active Literacy and Big Maths fully embedded with in every classroom.

Talk for Writing approaches implemented across the school which supports the development of writing, reading, grammar and vocabulary.

Data will indicate progress made by those pupils receiving targeted support, closing any attainment gap.

Attainment over time can be tracked using the school database and will provide evidence of progress and will be used to support learners at key transition points.

Progress and Impact

What difference did we see? What did we achieve?

During Session 21-22 we focused on several aspects of Curriculum, including improvements in our Curriculum rationale and design, developing aspects of the curriculum, creating learning pathways and ensuring Skills for learning, Life and Work are embedded in our curriculum.

We carried out several self-evaluation activities to ensure our curriculum rationale and design was relevant, purposeful and meeting the needs of our learners. We identified areas for improvement and within collaborative working groups, staff developed aspects of the curriculum.

Learning pathways were designed or enhanced in all areas of the curriculum including, writing, maths, technologies and Health & wellbeing to ensure pupil's knowledge, skills and understanding continue to develop but within stimulating, creative and enriching approaches. Developments within the curriculum, included purchasing a new writing resources to ensure breadth, balance and progression in skills development across each stage. New frameworks were designed to provide staff with structure and guidance in areas of the curriculum such as Skills for Learning, Life and Work and a Citizenship, H&W. These frameworks ensured pupils have opportunities to develop critical thinking, emotional growth, and imagination and have access to project based learning, collaborative working, and interconnected aspects of the curriculum.

New planning pro-formas were developed to allow staff to completed long term planning online and whilst in school and planners provided guidance and support for new staff to the school as well as ensuring balance and progression for all pupils.

New planning procedures allowed us to evaluate the learning, teaching and assessment across the school and from here we continued to look for ways to improve in these areas.

An assessment framework was devised, which provided guidance and structure for staff and ensured a balance of formative, summative and standardised assessments.

Staff were able to access assessment evidence to support them in their professional judgements and were extremely beneficial in determining next steps.

A robust system of recording assessment evidence was already in place and this was enhanced further to streamline the information available. Quality Management Tracking and Monitoring meetings with staff each term were productive and measurable targets for CfE levels were easily identifiable. These planning, tracking and monitoring sessions ensured that measures were put in place to support children in Literacy and Numeracy across all stages.

Use of data and assessment evidence combined with an encompassing and enriching curriculum allowed us to focus on raising attainment and achievement.

Continued use of Active Literacy and Big Maths is becoming further embedded into classroom pedagogies has continued to support attainment in Literacy and Maths. Data indicates that writing is still an area of weakness in attainment and new resources have been targeted to address this area and will continue to be a focus for next session.

Pupils requiring Additional Support for Learning continue to be a priority and are identified through our Staged Intervention processes. Children with Additional Support Plans (ASP) or Behavioural Additional Support Plans (BASP) have regularly reviewed targeted interventions to address their needs. The children and their parents /carers are involved in this process, meeting with our DHT with responsibility for ASN twice per year to review progress.

Most targets have been achieved by individuals and further targets developed where appropriate. Positive relationships and effective communication between school and home continue to enhance the support provided for all pupils.

Boxall Profiles have been completed for every child in school and nursery and have allowed us to identify children with HWB needs at start of term. A selection of children attended nurture groups in school. This, along with a development of nurturing approaches and strategies across the school resulted in more positive outcomes for all identified children.

Skills in online learning were developed and enhanced throughout the session. Children used Google Classroom for homework and other activities. Other online resources were purchased to enhance learning opportunities in school including IDL, Nessy, Sumdog, all of which enhance opportunities provided to pupils and ensure excellent learning and teaching.

Next Step(s) to inform SIP for 2022/2023:

3 year PM writing programme rolled out across the school.

3 stages, P3, P5 and P7 (last session's P2, P4 and P6) will receive additional input for writing.

New planning format to be in operation, beginning Term 1, session 22-23.

Updated Assessment Framework rolled out.

School priority 2: Promote the positive health and wellbeing of children and young people, parents / carers and staff

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress

Parental engagement

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

2.7 Partnerships

2.4 Personalised support

Strategy

What did we set out to do?

School and nursery culture promotes growth mindset, resilience, trust, compassion and mutual respect.

The most vulnerable pupils are identified and individual support provided as and when required.

Positive school ethos enhanced through staff's application of the SLC 'Attachment Strategy'

Pupils have sense of purpose moving forward, comfort and reassurance.

Families feel valued, connected with school, kept in touch and informed.

Staff feel valued and supported at all times

Families have knowledge of Attachment Strategy and engage with it at home. Understanding of schools vision and connecting with families.

Classroom strategies identified and low level behaviour and learner engagement improvements.

Establish a positive pattern of health and wellbeing which can be sustained.

A calm, kind, compassionate culture has been developed.

Developed awareness, self-regulation and resilience in staff, parents and pupils.

Emotional learning and literacy have been developed across the establishment.

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Pupils will:

- Have an appropriate positive regard for themselves and others
- Develop life skills to enable them to participate effectively in their own community and the wider community
- Develop tolerance and respect
- Develop environmental responsibility
- Learn about local and global issues
- Understand their rights and how to respect others

- Have opportunities to exercise choice
- Develop self-confidence and self esteem

The school will achieve UNICEF Silver Rights Aware award.

Children's rights are again placed at the heart of learning.

Progress and Impact

What difference did we see? What did we achieve?

Created Relationships Policy – PPRUDB – launched with staff

- Be ready
- Be respectful
- Be Safe

All classes displaying and using recognition boards.

All classes have a Growth Mindset display, staff and children encouraged to use associated language to promote Growth Mindset.

Children's Rights - class charters: all classes have a 'rights charter' displayed and lessons/activities are used to promote awareness of the rights of the child. January 2022 – reintroduced our 'Rights group' meetings after being unable to mix cohorts of children together. Continue 2022/23 session.

Life skills – DYW week May 2022 Parent/carers invited into classes to share jobs/professions as well as local Police/Firebrigade

Change for charity – global / local charities supported throughout the session, close links made with Grow73 local charity.

There has been a general increase in children's overall health and wellbeing and use of identified strategies from Boxall Profiles. Every child had a completed Boxall Profile as a baseline and then this was repeated in the Summer term. This is evidence that the children are responding to the positive strategies and nurturing approaches in use throughout the school community. Nurture – Boxalls

All classrooms now have nurture 'cosy corners'. This was part of the children and parents decision within 'Participatory Budget' and is another strategy identified from our relationships policy to ensure every child feels safe and secure in their environment ready to learn.

Additionally, the Glasgow Motivational Wellbeing Profile was completed for every child and identified areas in which interventions had to be put in place. One area was the playground and from this and the PB, playground equipment was purchased for each area of the playground and an emphasis on team building and social skills in place to aid children in these situations. This will continue into the new term and progress further.

Also children had access to a variety of extracurricular clubs before, during and after school in order to increase their physical activity and overall wellbeing. This also encouraged new friendships and being part of a team and again it was noted in the GMWP that these clubs had an overall impact in children's increased affiliation, feeling safe and nurtured within the school environment.

Next Step(s) to inform SIP for 2022/2023:

- Sensory & chill our room to be utilised – 2022/23
- Streamline our approach to HWB curriculum – using main resource ICE pack.

Parental engagement 2022/23

- Opportunities for parents to ‘meet the teacher’ –September LAUNCH RELATIONSHIPS POLICY to parents -
- Parent/carer evening returning to a face-to-face meeting in the school building - October
- Parent/carer workshops to be re-introduced e.g. Nov – bookbug week
- Parent/carer invited in for MISP sessions – across 2022/23
- EAL support to deliver parent workshops for our EAL parent/carers
- Encouraging all staff to build positive relationships with parent/carers – relationships policy – positive notes home / recognition certificates / Add attachment information from Attachment Strategy in monthly newsletters (GH?).
- DWY week – inviting parent/carers into the school to tell us about their profession – May 2023
- Increase drive for parent helpers across the school
- ‘Showcase’ assemblies for parent/carers
- Christmas nativity / shows to be held in school with parent/carers invited
- Christmas fayre to be organised in the school

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u> Assessment of children's progress School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p>Strategy What did we set out to do?</p> <p><u>Outcome:</u> Attendance figures for targeted group will improve by June 2022:</p> <p>< 90% attendance 19 identified pupils will have attendance greater than 90%</p> <p>10 identified pupils with EAL will increase attendance.</p> <p><u>Measure:</u> Attendance% for targeted pupils monitored weekly.</p> <p>PB gives people a voice. It brings them together both face-to-face and online. It helps more people to get involved and have a say.</p> <p>Pupils explore the priorities and come up with suggestions themselves to empower them and give them a voice.</p> <p>PB supports Article 12 of the UNCRC 'children and young people have the human right to have opinions and for these opinions to matter'.</p> <p>PB will directly involve people in participating in budgeting decisions that will have a direct impact on improving their lives.</p> <p>PB can engage people who would not normally participate with traditional forms of communication. Engaging with parents and pupils, in particular those who face barriers to participation.</p> <p>Recovery approaches show clear influence from most up to date research and statistics, resulting in at least a 5% reduction of poverty-related attainment gap across key curricular areas.</p> <p>Evidence shows through data that interventions are having a positive impact on children's learning / health and wellbeing.</p> <p><u>Literacy</u></p> <p>By June 22 all identified pupils will have increased their reading and spelling age and increased their expected CfE attainment level.</p> <p>Our attainment data will show a rise in attainment for all pupils and our most disadvantaged pupils in particular.</p>	

Staff will demonstrate increased confidence in using a robust tracking system to reflect progress in Literacy, using effective interventions and reliable assessments.

Measure:

PAST

SWST

SWRT

NGRT

Benchmarking

IDL assessment

Active Literacy assessments

Salford /Burt

Catch-Up assessments

SNSA

Scottish Online Formative Assessments (SOFA)

Numeracy

By June 22 all identified pupils will have increased their maths age and increased their expected CfE attainment level.

Our attainment data will show a rise in attainment for all pupils and our most disadvantaged pupils in particular.

Staff will demonstrate increased confidence in using a robust tracking system to reflect progress in Numeracy, using effective interventions and reliable assessments.

Measure:

MALT assessments

BIG Maths – CLIC/SAFE/Beat that

SNSA

Scottish Online Formative Assessments (SOFA)

Health and Wellbeing

Children identified for targeted intervention (nurture group) will have improved their wellbeing and reduced barriers to learning.

Measured by success of reintegration into mainstream class.

Staff feeling confident in use of both online and paper Boxall profiles.

Whole class interventions/strategies will have improved learners' wellbeing. Measured by Boxall profile and Leuven's Scale Engagement each term.

Progress and Impact

What difference did we see? What did we achieve?

Attendance

Attendance rates in Bankhead have remained at a consistent level in previous years and usually over 90%. The average attendance level for the last 6 years is 91.4% and this session attendance was recorded as 92%, showing a slight increase. Attendance remained at a consistent level despite the ongoing impact of Covid-19, however, there were identified groups that required support in improving attendance and in turn, increasing attainment.

A gap existed between the attendance levels of the PEF groups which has slowly been closing over the last 6 years. Currently, the gap between pupils within SIMD 1&2 + FSM those in SIMD 3-10, no FSM is 3.2, which is similar to the pre-covid gap.

20 learners were identified within the PEF group (SIMD 1&2+FSM) and their attendance tracked and monitored and support provided.

Of the 20 identified learners, 12 pupils (60%) increased their attendance to 90% and above. 8 pupils (40%) remained under 90% but made slight increases, when offered support. The average baseline has increased from 88% to 89%.

The increases in attendance were largely influenced by closing working partnerships between school and parents and carers and raising awareness of lost teaching and learning time through low and erratic attendance or frequent late-coming.

The targeted groups of pupils or individuals were able to be identified through rigorous analysis of robust data. Our Equity team have worked tirelessly when analysing data to identify those requiring support and distinguish pattern of attendance, which allowed us to directly target our EAL families, families with 3 or more siblings within the school and pupils who were experiencing difficulties.

Our system of gathering data and evidence has improved significantly this session and has become streamlined to allow staff to access relevant information and can now be crossmatched with curricular data to discern a wider and more comprehensive illustration of pupils' progress and achievement. For example, we have been able to determine that 71% of children with attendance below 85% are not achieving their expected CfE levels and this has provided very clear next steps for supporting these identified pupils and their families.

Furthermore, the focus on attendance patterns has allowed staff to extend their knowledge of emotion based school avoidance, with a number of staff undertaking training to increase capabilities when supporting pupils with low attendance due to anxiety and other additional support needs.

Channelling funds from the Participatory Budget allowed for identified pupils with specific attendance and late-coming patterns to be supported. Early morning clubs were highly successful and had a significant impact on late-coming as well as increased levels of engagement and participation.

Literacy

Progress in Literacy was closely monitored throughout this session and an abundance of evidence and data, gathered. A wide variety of assessments were implemented which provided extensive, detailed, quantitative and qualitative data. The data provided a comprehensive overview of the whole school progress and individual pupil progress. This information was highly successful in supporting teachers' professional judgement and providing robust evidence of achievement of CfE levels. Data also ensured pupils requiring additional support were easily identifiable and a range of resources were introduced to support a wide variety of needs.

Resources which targeted the development of literacy skills were introduced, with many being technology based and which piqued the interest of many pupils. Subscriptions for International Dyslexia Learning (IDL) and Nessy (Reading & Spelling programme) were purchased and staff trained in delivering these interventions.

30 pupils accessed Nessy throughout this session. Their progress was tracked and almost all made improvements in areas of reading and spelling. 2 children were identified through the Nessy-Dyslexia Screening Tool as having Dyslexic difficulties and subsequently identified by SST. Pupils expressed enjoyment when accessing this resource, specifically highlighting the superb graphics, bright, exciting characters and activities.

82 pupils were supported by the IDL programme. 42 pupils were supported with Literacy within IDL. Initially, all pupils were placed in a low or extreme low level in spelling and reading activities and games within the programme, however, within 10 months, almost all pupils moved on at least one level in either reading or spelling, or progressed by at least 3 months in spelling and reading ages.

Pupils, when asked to rate the use of technology to support the development of their literacy skills reported an increase in confidence, enjoyment and improvements in their learning when accessing technology.

Developments in Literacy, including purchasing a new writing programme, all led to an increase in achievement and attainment which was evident in the data gathered.

A targeted group of 26 pupils were assessed using SWRT. 13 children increased their reading age by, on average 7mths, demonstrating increases in skill and in confidence which was also reflected in the whole school data.

Other programmes of work and specific interventions such as Catch- Up Literacy also showed signs of success.

12 out of 16 pupils supported by Catch-Up reduced the gap in their reading ages by 6 months or more. 7 out of 16 children increased their reading age by more than 12 months.

All of these programmes demonstrated the potential to have a similar level of success across a larger number of pupils within the school.

Numeracy

Attainment and achievement in Numeracy was supported and developed in a similar way to Literacy. Use of technology and online subscriptions such as IDL and Sumdog, Big Maths were employed across the school, with specific groups and individuals targeted to receive direct

support. Success was indicated within the target group, with 24 pupils out of 39 (61%) achieving their expected CfE level in Numeracy by June 22.

Again, robust data and vigorous, reliable assessment evidence has been instrumental in supporting and validating teachers' professional judgement as well as identifying pupils in need of support.

Using a range of resources has allowed a variety of approaches to be taken in support of maths development. Programmes such as Big Maths have supported development of mental maths skills and agility and Heinemann Active Maths has allowed pupils to develop problem solving skills and work collaboratively and interactively, whilst Teejay Maths resources have provided, challenge and support in all aspects of Maths and Numeracy. This variety of resources and approaches, ensures that maths development is skills led and never resource driven.

Teachers' Forward Planning has been streamlined to ensure these resources can be used effectively and a detailed maths progression planner, guides and supports staff to ensure breadth, balance and progression across the maths curriculum.

Next Step(s) to inform SIP for 2022/2023:

Attendance

- Increase attendance from 92% to 95% by June 2023
- Close the gap between to 2 PEF cohorts to 2%
- Reduce late-coming by 5%
- Staff to be able to access training on Emotional School Based Avoidance (EBSA) and other interventions (SLC 2) to develop understanding of the barriers to school attendance for some children.
- Attendance statistics shared with parents during Parents in Partnership events and regularly communicate to parents.
- School involvement in 'Test of Change' pilot. Implementing interventions to increase attendance and reduce late coming.
- Introduce rewards for classes with best attendance and/or most improved attendance each month. Celebrated at assembly times.
- Introduce 'Right On Time' award/rewards. Reward classes with best punctuality and/or most improved punctuality. Celebrated at assembly times.
- Provision of various extra-curricular clubs before school starts. Individual pupils targeted to attend these clubs to improve punctuality.
- Ensure that all families have access to school uniform from the 'pre-loved' uniform bank.
- Create improved bank of attendance letters to be sent by SMT to ensure they are supportive and building positive relationships rather than threatening. Letter to outline lost teaching time in days and hours.
- Continue to offer a range of Health and Wellbeing groups (e.g. 'Nurture', Give Us a Break', CUSTTAD).
- YFCL workers (x2) to target EAL families to support the development of English language skills and familiarity with school routines/procedures, allowing EAL families to support their children in their learning.
- Attendance statistics shared with staff on a regular basis to highlight emerging patterns of attendance and continue focus on building positive relationships.

Literacy

- Supported by the Pupil Equity Fund, subscriptions to IDL, Nessy, Sumdog, and Education City will continue next session.
- Extend licences to Nessy (Spelling & Reading) will increase from 30 to 50.
- 30 licences to Nessy (writing) will be purchased and staff training, in the use of this resource will be undertaken.
- PM Writing will continue to be rolled out across the school, offering structure, consistency and progression over a 3 year rolling programme. Targeted support by teaching staff and support staff will be directed towards specific stages across the school to focus on writing.
- An online subscription to Sumdog will be extended to include a Spelling & Grammar package. An identified group will be targeted, with progress monitored and tracked to reflect impact of these components.

Numeracy

- Supported by the Pupil Equity Fund, subscriptions to IDL, Nessy, Sumdog, Education City and Big Maths will continue next session.
- Implement teaching planners and progression pathway.

National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

In session 21-22, Bankhead Primary had a role of 335 over 12 classes, Of our 335 school pupils, 99 children are in receipt of Free School Meals. This equates to 30% of the school population. These children are present in all stages and classes and are fairly evenly spread throughout the school. We know anecdotally that there are several other children who may be entitled to Free School Meals but choose not to claim them. There are currently 107 children in the school who reside within SIMD 1 and 2. This equates to 32% of the school population. In total, the number of pupils living in SIMD 1 and 2 and receiving FSM is 187 pupils, which is 56% of the school population. The gap between SIMD1&2 +FSM and SIMD3-10 is moderate in most areas and stages, limited between 5-10%. The biggest gaps lay in Writing and Maths and these are the areas we have targeted.

We also have a significant number of families that have English as an additional language (18%) and we have worked hard to support these families, particularly with pupil and family engagement as rigorous data analysis of attendance and late coming identified our EAL families as a concern and we targeted support for a number of individuals or families with multiple siblings.

Participatory Budgeting (PB) was introduced this year as part of the Pupil Equity Fund. It was a way a way for people to directly vote on how money should be spent and it was a powerful way for children and young people to have their say in the decisions that affect them. It was an innovative and effective mechanism to engage with parents and pupils, in particular those who face barriers to participation. Through the Pupil Equity Fund we allocated 5% of our budget which equated to £6,200. We created a parent, pupil and teacher steering group to represent the Bankhead community. The whole community engaged via information gatherings, surveys and meetings.

Through our PB group process, the final vote decided that we were to concentrate on Health and Wellbeing aspects of the school community. Stakeholders felt that this is an area we could enhance in various ways. They wanted activities and resources to be available for them to help with physical activity, mental health and access to sports/activities that ordinarily, opportunities wouldn't be available.

The three key areas that were to be developed within Health and Wellbeing to remove barriers were; to offer increased physical activity clubs and other clubs for children within the school; resource nurture cosy corners within all classes and provide outdoor play equipment for the playground.

Progress and Impact

What difference did we see? What did we achieve?

From August 2021 to June 2022 we have made considerable progress in achieving the outcomes set out in our projected plans and applied key actions and strategies to close our attainment gap. We employed 1.2 teaching staff through our Pupil Equity Fund and 2.0 School Support Staff support our plans.

We focused on attendance and late-coming as it was clear from data analysis that these areas were having an impact on pupil achievement. We targeted specific individuals, families and specific groups such as EAL families and raised awareness of the high levels of absences/late coming with the targeted group and broke this down into lost teaching and learning time. Of the 20 identified learners targeted to improve attendance, 12 pupils (60%) attended 90% and above. 8 pupils (40%) remain under 90%. The average baseline increased from 88% to 89% within this group.

A small group with attendance lower than 85% were also targeted and of the 17 identified learners, 3 pupils (18%) increased attendance to 85% and above. 14 pupils (82%) remain under 85%. The baseline for this group remained at 82%.

A small group were targeted to decrease numbers of occasion late, however, punctuality declined for all 7 of the learners identified. This will be an area for continued focus.

We targeted a group of pupils to improve H&W and reduce barriers to learning as they had been identified through our whole school approach to Boxall Profiles and we were successful in improving outcomes for these children through Nurture groups and 6 out of 10 (60%) children closed gaps in Boxall Profiles in almost every strand.

A key area of focus during session 21-22 was to improve H&W for all children across the school as part of our recovery from Covid -19 and we applied nurturing principles across the school and measured our success through the Glasgow Motivation and Wellbeing Profile and results indicated that 89% of identified pupils felt healthy & safe, 91% felt nurtured and included.

We focused on raising attainment in Maths and Literacy through a number of interventions, including the use of Catch-Up Literacy, IDL online literacy and maths programmes, Nessy Reading and Spelling Programmes. We closely tracked the progress of a targeted pupil group who had previously shown a dip in attainment and assessed their progress through formative and summative assessments and by June 22:

- 24 pupils out of 39 pupils (61%) achieved their expected CfE level in Numeracy by June 22.
- 26 pupils were assessed using SWRT. 13 children increased their reading age by, on average 7mths.
- 12 out of 16 pupils reduced the gap in reading ages by 6 months or more. 7 out of 16 children increased their reading age by more than 12 months.
- 30 pupils accessed Nessy throughout this year. Almost all made improvements in areas of reading and spelling. 2 children were identified through Nessy- dyslexia screening tool as having Dyslexic difficulties and subsequently identified by SST.
- 82 pupils were supported by IDL. 42 pupils were supported with Literacy within IDL. All pupils were placed in low or extreme low categories in spelling and reading. Almost all pupils moved on at least one level in either reading or spelling, or progressed by at least 3 months in spelling and reading ages.
- 27 pupils reported an increase in confidence, enjoyment and improvements in learning when accessing technology

Participatory Budget

The first key area for the Participatory Budget was increasing volume of clubs on offer was that through the pandemic, there were no clubs on offer. Also through discussions with the class, they felt they could be at different times and not just after school. We also decided to identify children to track in relation to those who had an attendance rate of <90%. The initial measure was to increase the uptake of identified children from 30% to 60%. Additionally to create the identified children's attendance alongside improved overall health and wellbeing. We measured this in a variety of ways: google form data collected from classes; discussion notes with PB group; attendance registers and attendance rates as well as using the Glasgow Motivational and Wellbeing Profile (GMWP) for how they feel pre and post clubs. Evaluating the data we found that in the identified children, their uptake increased from start point of 30% to 70%. Therefore, exceeded our 60% target. Additionally, out of those children 47.5% have increased attendance. Using the GMWP, it demonstrated that the children feel safe, included and very active as well as achieving.

For the key area of resourcing nurture cosy corners for each class, it came from discussions with the children and teachers in the school. It also was in direct correlation of our new Promoting Positive Relationships policy, where quiet areas within the class is of importance. The intended outcome was for an increase in overall health and wellbeing within the classes and to provide another strategy for tracking the use of nurturing approaches within the class. It was measured by every child in the school having a pre and post Boxall Profile score that would determine their overall health and wellbeing. Evaluating the pre and post Boxall Profile scores indicated that the nurturing strategies implemented within all the classes had a positive impact. 114 children were identified in November as having amber strands that nurturing strategies could improve. Post nurture strategies have concluded that 75 of the 114 children had improved by 2 or more strands increasing their overall HWB - 66%. This is something that will be built upon in the next session and tracked further.

Finally, the investing of playground outdoor equipment and training was seen as important to engage children in physical activity at playtimes through Sports Leaders (P7's). Also, to encourage social skills as well as feeling safe and happy and in turn increased engagement within class. This came from discussions with staff and PB pupil representatives about issues from playground ending up in class and made a link between that and readiness to learn. The intended outcome was to increase in pupil engagement overall within the classroom. This was measured via health and wellbeing tools like Leuven's Scale and GMWP. The overall impact of Sports Leaders providing some playground games for P1-3 pupils indicates an increased sense of agency in terms of how the children see themselves working within the classroom, so they feel engaged within the classroom.

Overall, the PB has had a huge positive impact on our pupils and allowed all children to have the opportunity to access clubs, strategies to help with health and wellbeing and to access learning in their classroom.

Next Step(s) to inform SIP for 2022/2023:

- We will continue to focus on groups of children at every stage throughout the school who are not meeting their expected CfE level in **Reading**. These pupils will be targeted for support through our Catch-Up Literacy programme, IDL subscription, and/or Nessy subscription (Reading and Spelling programme.) They will be supported by Equity Teaching Staff and PEF funded SSAs in regular timetabled sessions throughout each week.
- We will continue to focus on groups of children at every stage throughout the school who are not meeting their expected CfE level in **Numeracy & Mathematics**. These pupils will be targeted for support through our Catch-Up Numeracy programme, IDL subscription, or Sumdog Maths subscription. They will be supported by Equity Teaching Staff and PEF funded SSAs in regular timetabled sessions throughout each week.
- We will look to raise attainment in Writing. A new resource will be implemented across the school to raise attainment in Writing. An identified group will be further supported by Equity staff using digital resources, including IDL, Nessy (writing) and Sumdog (Spelling & Grammar) and assistive technology.
- We will continue to focus on improving attendance and try to reduce the gap in average attendance between the 2 PEF cohorts from 3.3 to 2%.
We have identified specific groups that we will target to improve attendance, including EAL families and pupils with emotional based school avoidance.
- We will look to reduce the number of late comings and raise awareness the impact of high absence and late coming on attainment and achievement within the whole school community and work to reduce this number significantly.