Bankhead Primary School

Standards and Quality Report 2022/23

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 315 pupils in the school and 48 children in the nursery, all 48 children have full-time places. There are 12 classes in the school. There is a 16.6 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 team leader and a team of Early Years workers who provide educational opportunities for our youngest children.

28% of children attending Bankhead PS are entitled to free school meals. 27% of the children live in SIMD areas 1 and 2. We employ 1.0 additional teaching and 1.4 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.

Friends of Bankhead, our parent council group, plays a significant role in the life of the school.

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*: S**uccess **O**pportunity, **A**ctive, **R**espect.

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 2022- June 2023

School priority 1:	
NIF Priority (select from drop down menus) Improvement in attainment, particularly in literacy and numeracy. NIF Driver Curriculum and assessment School Improvement	HGIOS?4 QIs (select from drop down menus) 2.3 Learning, teaching and assessment 2.2 Curriculum 1.3 3.2 Raising attainment and achievement

Strategy

What did we set out to do?

Implement PM Writing programme across the school, providing structure, breadth, balance in the delivery of writing lessons.

Increase attainment in CfE Writing levels across whole school.
Increase attainment in writing from 59% to 65% by June 2023.
Increase attainment in Writing in each stage **by at least 5%**

- P2 – 68% - increase to 73%
- P3 – 53% - increase to 58% - 60%
- P4 – 70% - increase to 75%
- P5 – 55% - increase to 60% - 65%
- P6 – 63% - increase to 70%
- P7 – 40% - increase to 45% - 50%

Support identified pupils who are 1 level below their expected CfE level.
Increase attainment in the targeted groups with direct teaching in small group situations.
P2 –up to 12 pupils to increase attainment by 1 increment.
P3 – up to 19 pupils to increase attainment by 1 increment.
P4 –up to 9 pupils to attain CfE 1st level.
P5 – up to 10 pupils to increase attainment by 1 increment
P6 – up to 12 pupils to increase attainment by 1 increment.
P7 – up to 10 pupils will increase attainment by 1 increment to attain 2nd Level.

Nursery

- Pre-school to increase from 61% to 71% in literacy attainment.
- Support targeted group of children – EAL. 62% on track from initial baseline. Aim to increase by 10%.
- Parents to record improved engagement with literacy materials provided – in and out of house.
- Staff to record improved confidence in delivering improved outcomes in literacy via planning.
- To audit current practices and resources within the playroom
- Analyse and evaluate current attainment data on literacy.
- Early Years staff to engage in professional enquiry and research and engage in professional dialogue in respect of developing early literacy skills
- Increase confidence in Literacy approaches through CLPL for all staff e.g., EAL Training
- Identify resources to support the development of literacy within the playroom and at home. – Talking Boxes, Bookbug, Teddy Talk. Use of EAL Strategies
- Create an engaging and stimulating environment within the playroom to support development of early literacy skills.

Progress and Impact

What difference did we see? What did we achieve?

- Increase in attainment in writing across the whole school.
- Increase in attainment in almost all stages in the school. Only 1 stage did not increase attainment. Most stages in the school increased attainment significantly.
- Attainment in the group who received targeted support increased at every stage.
- Pupil confidence when writing increased, particularly within the targeted support group.
- Staff confidence in delivering high quality writing lessons increased.
- 3 year rolling programme was implemented, ensuring every class and stage within the school had opportunities to explore all genres within writing, with opportunities to consolidate and revisit genres across a 3-year period.
- Evidence of progress was collated and moderation took place which allowed staff to assess outcomes for pupils.
- The school assessment framework was evaluated and recommendations for next session identified.

Nursery

- A significant Increase in literacy attainment overall throughout the nursery. Increase in both ante preschool and preschool children.
- Increase in targeted support group of EAL children within literacy attainment using literacy trackers.
- Parents and carers responded well to and participated in Bookbug sessions that directly had an impact on using materials or ideas at home. Most adults reported that their children enjoyed them participating alongside their grown up.
- A targeted approach using literacy outcomes within planning alongside responsive planning allowed for more literacy outcomes to be explored with children. This allowed for staff to think more about the opportunities they were providing for the children within the nursery.
- All staff engaged with CLPL in using EAL strategies within the nursery. Most staff reported a deeper understanding and confidence in using these strategies.
- The environment is constantly audited in order to ensure it is stimulating and engaging in order to provide enriched literacy experiences.

Next Step(s) to inform SIP for 2023/2024:

- PM Writing 3-year programme will continue to be rolled out across all stages in the school.
- Increased opportunities and focus on writing skills within the curriculum.
- Assessment framework will be amended to reflect the requirements of the writing programme.
- Targeted support for pupils will continue for those pupils who have not achieved their expected CfE level and for those within the PEF group.
- Opportunities for moderation in school and within the learning community will continue to share practice in delivering high quality writing lessons.
- Moderation carried out to determine a collegiate approach to assessment of writing.

Nursery

- Increase parental opportunities to engage with early level literacy outcomes, EAL families.
- Continue roll out of Bookbug sessions – increased opportunities.
- Moderate the literacy outcomes and ensure shared consistency of achieving targeted literacy outcomes.

School priority 2:	
NIF Priority (select from drop down menus) Improvement in attainment, particularly in literacy and numeracy. NIF Driver Curriculum and assessment Teacher professionalism	HGIOS?4 QIs (select from drop down menus) 2.2 Curriculum 2.3 Learning, teaching and assessment 1.3 Leadership of change

Strategy

What did we set out to do?

- ❖ Teachers in P1 to fully embed a play-based learning approach in their classes.
- ❖ Teachers in P2 to provide more opportunities to encourage and develop play in their classes.
- ❖ Through the implementation of Play Pedagogy we aim for:
  - **P1** – 86% of our pupils will achieve Early Level Reading
  - **P1** - 78% of our pupils will achieve Early Level Writing
  - **P1** - 88% of our pupils will achieve Early Level T&L
  - **P1** - 81% of our pupils will achieve Early Level Numeracy

- ❖ **P2** – we aim to increase the Spelling Age, Reading Age and Numeracy Age of pupils by 6-12 months.
- ❖ 90-95% of our children demonstrate high levels of engagement in learning in P1 and P2.
- ❖ Revisit the use of Play Pedagogy Toolkit for us in Early Years – playroom.
- ❖ Raise awareness of the importance of play and the impact on the curriculum with parents in both nursery and school and invite parents/carers to observe

Progress and Impact

- ❖ Teachers in Primary 1 have embraced and fully embedded a play-based approach to learning and teaching in their classes. The teachers have given extremely positive feedback regarding this change in approach and have felt, 'they know their children better', 'they have more time to spend with individuals and small groups', 'they have identified learning needs more efficiently than previously'.
- ❖ Teachers in Primary 2 have provided the children with more opportunities for play. They have resourced their classes with more open ended resources and developed lots of opportunities for skills based play. With the varying needs in our Primary 2 stage, a play based approach has been beneficial to develop a more holistic approach to individual needs and development. With the importance of play being embraced by more staff across the stages, we trialled a 'Smart Start' in some of our stages P4-7. In a smart start classroom, pupils participate in engaging activities and interact with their peers. Pupils *choose* their activity rather than being assigned by the teacher. A smart start is pupil-driven and pupil-focused. Pupils choose what meets their needs and interests at the moment. The teacher is responsive to the play and learning which they observe in class. This was hugely successful over our final term and will be part of next year's SQIP to embed in all classes from P4-7.
- ❖ Through the implementation of play we achieved – higher expected levels of achievement in P1 Early Level for Writing/T&L and Numeracy. Slightly below expected level for Reading. See figures below.
- **P1** – 83% of our pupil achieved Early Level Reading (-3%)
- **P1** - 80% of our pupils achieved Early Level Writing (+2%)
- **P1** - 95% of our pupils achieve Early Level T&L (+7%)
- **P1** - 89% of our pupils achieve Early Level Numeracy (+8%)

- ❖ Our Primary 2 cohort this year have required intense support and intervention. High numbers of EAL children and significant learning needs across this cohort of children have meant that there have been lower levels of progress statistically. We as a school, however, have felt that a play-based approach has been invaluable for these children to develop life skills, problem solving skills, listening and talking skills, building confidence and in turn improving their health and wellbeing. The results from the GWMP have corroborated this. All of this will aid further progress in learning in Primary 3.
- ❖ Through teacher observation and judgement, mostly all children in Primary 1 and 2 displayed high levels of engagement with the play-based learning environment.
- ❖ Staff in Primary 1 and beyond have increased their confidence and knowledge of Play Pedagogy through CLPL opportunities, reading research and enquiry-based documents such as the Play Pedagogy Toolkit, Play Strategy for Scotland and most recently 'Being Me in SLC' South Lanarkshire Council Strategy for Play Pedagogy in a Primary Setting which was released in May 2023.
- ❖ Our PT shared our 'Play Vision' to our new Primary 1 parents as part of transition in June 2022. We shared the importance of play from Scottish Government guidance to SLC level and discussed Bankhead's rationale and aims for Play in line with both SG and SLC. This was delivered to parents again in June 2023, with increased confidence in how successful a play-based approach has been to learning at Bankhead.
- ❖ Across the school, we invited our parent/carers in for a 'look at learning' afternoon, in our P1-2 classes this was described as a 'stay and play' and gave parent/carers the opportunity to observe a high-quality play environment and to see how their child was learning through play. Bankhead PS worked alongside the 21st Century Families charity, and across the year provided lots of opportunities for play development – family picnic, skills day, outdoor classroom day.

Next Step(s) to inform SIP for 2023/2024:

- ❖ 1 member of SMT (PT) with the responsibility of maintaining up-to-date knowledge of play pedagogy and ensuring high quality play provision at Bankhead.
- ❖ 1 member of staff undertaking SLC Play Developing Play Pedagogy Cohort 1 (P1 class teacher) Aug- Dec 2023. This is continued CLPL from the play pedagogy training delivered by SLC in session 2022/23.
- ❖ Develop our outdoor play provision and curriculum for Primary 1-3.
- ❖ Fully embed 'Smart Start' in all classes from P4-7 to develop a skills play based approach to start each day.
- ❖ Opportunities to provide professional development and CLPL specifically for Play – use of SLC Primary Play Pedagogy Hub on GLOW.
- ❖ Staff awareness of 'Being Me in SLC' South Lanarkshire Council Strategy for Play Pedagogy in a Primary Setting.

Continue to

- ❖ Develop the use of outdoors for P4-7 – termly Outdoor Classroom days.
- ❖ Develop teacher 'responsiveness' by arranging termly 'Responsive Box Day'.
- ❖ Support and develop play in the Learning Community – PT to facilitate Stonelaw Learning Community Play Development Group who meet regularly.
- ❖ Share play based learning information to our parent/carers - P1 transition event, stay and play afternoon.

School priority 3:	
NIF Priority (select from drop down menus) Improvement in skills and sustained, positive school-leaver destinations for all young people NIF Driver Teacher and practitioner professionalism School Improvement	HGIOS?4 QIs (select from drop down menus) 2.3 Learning, teaching and assessment 2.2 Curriculum 1.2 Leadership of learning

Strategy

What did we set out to do?

- To ensure teachers and learners use digital technologies extensively when engaging in learning experiences using the Digital Literacy and Computing Science Es and Os to plan for learning.
- Encourage teachers to integrate digital technologies into teaching and learning and provide learning experiences that support the transfer of digital skills across the curriculum.
- Teachers to use a range of assistive technologies to support learners with additional support needs.
- For most teachers to deploy digital technologies in ways that help learners improve their motivation and self-esteem.
- To ensure there are structures that support digital learning and teaching CLPL for all staff at all levels.
- Most, if not all teachers to engage in professional development in digital technologies, based on the school Digital Learning and Teaching strategy. Others such as classroom assistants and support staff are involved in digital professional learning
- There is at least one teacher with the responsibility of maintaining up-to-date knowledge of curriculum developments and strategy initiatives in digital technologies. This knowledge is systematically incorporated into the school digital learning and teaching strategy and into teaching.
- There is an annual staff audit of skills and needs that helps inform professional development programmes and activities. We aim to increase staff confidence by 25%.
- Students to have an increased positive attitude towards the use of digital technologies.
- Learners will have an increased awareness of internet safety and online etiquette.

Progress and Impact

What difference did we see? What did we achieve?

Digital schools self-evaluation tool was used to give baseline on staff confidence/school engagement and then repeated termly to monitor progress.

Some staff have engaged in CLPL to increase their confidence in Digital Literacy and Computing Science.

Digital Leaders were appointed, upskilled and given opportunities to demonstrate these skills across the school and nursery class.

Digital Leaders were surveyed for ideas of how to increase the use of digital in the curriculum.

Lead staff member attends regular meetings and has taken part in many CLPL opportunities across the year.

We have applied for the Digital Xtra Fund to increase our resources and opportunities for extra curricular clubs, with a focus on computing science and coding. (await outcome June 2023)

Continued use of Sumdog, Education City, IDL, Nessy to support, assess and track learning.

We have started a coding Club for Primary 6 and 7 pupils which was very well attended.

Next Step(s) to inform SIP for 2023/2024:
- New planners coming from SLC.
- Continue to build portfolio for Digital School Award validation.
- Appoint and train new digital leaders.
- Develop resources for each stage.
- Staff to engage in CLPL for Digital Literacy and Computing Science
- Lead staff to provide inhouse CLPL
- Repeat self-evaluations termly
- Coding Club to resume in session 2023/24
- Continue to encourage cross curricular use of digital

School priority 4: Learning Community	
NIF Priority (select from drop down menus) Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver Parent/carer involvement and engagement Performance information	HGIOS?4 QIs (select from drop down menus) 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships

Strategy
What did we set out to do?

- Increase attendance rate from 92% to 95%.
- To close the gap in attendance rate between the PEF and Non-PEF group from 3.4% to 2%.
- To reduce the number of occasions late by 5%.
- To maintain an attendance rate of 80% for the majority of nursery pupils.
- Identify and target children in the nursery whose attendance falls below 60%.
- Increase staff awareness of Emotional School Based Avoidance (EBSA) 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 in both school and nursery.
- Attendance statistics shared with staff and parents / carers on a regular basis to highlight emerging patterns of attendance and continue focus on building positive relationships.
- Provide more opportunities to invite parents/carers into school and nursery on regular basis to enhance relationships.

Progress and Impact
What difference did we see? What did we achieve?
- Attendance rate for the whole school has been maintained at a steady level.
- The gap between PEF and non-PEF group has successfully been reduced below our original target.
- A number of staff completed training and information sessions on attendance issues and interventions were implemented to support Emotional School Based Avoidance. (EBSA)
- Attendance data was shared with staff, parents/carers at an information session and also shared regularly through monthly newsletters, letters, data sharing with staff, parent evening reports and pupil reports as well as parental meetings which ensured that up to date information was shared on individual pupil statistics on a regular basis.
- 2 staff members (DHT and Equity Teacher) were involved in a pilot, 'Test of Change' to explore interventions that would increase attendance and reduce late coming. Being involved in the pilot was highly successfully in raising awareness of all staff and parents of Bankhead's attendance issues and patterns.
- Awards were presented to the classes with best attendance and/or most improved attendance each month and celebrated at assembly times.
- 'Right On Time' awards were presented to classes with best punctuality and/or most improved punctuality and celebrated at assembly times.
- Extra-curricular clubs were provided before school and individual pupils targeted to attend these in an effort to improve punctuality. Most of the children targeted attended a club throughout the year. For some of these children their punctuality improved on those days. The clubs were highly successful and well attended by pupils in every stage of the school.
- A range of interventions to support pupil health and wellbeing were implemented to ensure any barriers to attendance were removed as far as possible. A number of pupils received support through CUSTTAD, nurture and wellbeing cards.
- A 'pre-loved' uniform bank was offered to all parents at key events such as Parents' Evenings as well as offered to specific families such as newcomers to the school to ensure lack of school uniform was not a factor in non-attendance. The clothing bank was depleted occasionally and replenished to ensure all pupils received clothing when necessary.
- Letters were provided on a regular basis to parents of pupils who dropped below 90% attendance rate. These letters were informative and supportive in tone. The letters provided information such as lost teaching and learning time. The letters were accompanied by offers of support or invitations to meet with school staff. Further letters were issued if improvements were made in attendance or further invitations were offered.
- Meetings to discuss attendance with parents of 25 pupils were highly successful. Attendance improved significantly for a large number of these pupils.
- End of session annotated Attendance Summaries were sent out with pupil reports, for those pupils with attendance less than 90% attendance and/or 10 or more occasions late. This allowed parents to see the exact days and/or regularity of absence/late-coming, enabling parents to identify any patterns and/or ascertain the reasons for absence

Next Step(s) to inform SIP for 2023/2024:

- **Maintain focus on attendance and punctuality statistics.**
- **Continue with interventions introduced in session 22-23, such as sharing statistics with parents each month, attendance and punctuality awards for classes.**
- **Continue to provide extra-curricular clubs.**
- **Staff to continue with 2nd year of Test of Change.**
- **Letter and parental meetings to continue when individual pupil attendance falls below 90%.**

School priority 5: Learning Community	
NIF Priority (select from drop down menus) Improvement in children and young people's health and wellbeing NIF Driver Teacher and practitioner professionalism 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?
- Staff will become familiar with the PPRUDB framework, SLC Attachment Strategy and the principles behind these frameworks.
- Attachment informed approaches and Nurturing Principles will be embedded fully in practices across the school.
- Staff can identify and manage distressed behaviours and feel more confident in applying de-escalation techniques.
- Staff were encouraged to engage with Attachment Strategy and/or Nurture development opportunities.
- Our school relationship policy will be embraced by all staff, pupils and parents and reflected in the whole school ethos and wellbeing levels of all pupils.
- Pupils will demonstrate improved levels of wellbeing and identify the school as being a safe place, where they feel welcomed and included.

Progress and Impact
What difference did we see? What did we achieve?

- Staff had several opportunities to review documents/frameworks such as PPRUDB framework SLC Attachment Strategy.
- Attachment Lead and Ambassadors attended Attachment Network meetings throughout the session. Different Nurture training sessions were attended by both Attachment Ambassadors.
- An audit of confidence in applying nurturing principles and attachment strategies was issued to staff and showed that most staff felt confident in applying attachment strategies and had a good understanding of attachment theory.
- A number of staff were supported in the creation of a BASP for children within their class.
- The school relationship policy was launched in great detail during a 'Parents in Partnership' event. As part of our transition programme for our new P1 pupils, our relationships policy was introduced to our new parent/carers.
- The school rules and 'visible consistencies' within the policy were highlighted for parents

on a regular basis through the school app or newsletters.

- Staff evaluated our own understanding of the A-Z of Attachment Informed Practice and considered next steps for us as a school in ensuring attachment informed practice was embedded throughout the school.
- Our relationship policy was revisited by all staff to ensure consistency across the school. At the final Attachment Network meeting for the session, our relationship policy was shared as an example of good practice.
- School rules and 'visible consistencies' of our Relationship policy were given priority and relentlessly highlighted with pupils.
- Nurturing approaches and attachment informed practice were incorporated into planning, teaching & learning and the environment. Learning plans, classroom activities, the classroom environment, teaching and learning conversations and observations all highlighted nurturing approaches being at the forefront of classroom life.
- Boxall profiles were completed for every child in Term 1 to identify pupils requiring additional support in health and wellbeing development. A Boxall profile was repeated for every child who flagged up with concerns in either developmental or diagnostic strands. Most children had made positive progress in their development and their overall social and emotional wellbeing, and this was recognised within the classroom.
- The **Glasgow Motivation and Wellbeing Profile (GMWP**) was completed by majority of the children September 22 and the same children repeated it in June 23 which showed an increase in affiliation for the children across the school. It remained the same but still a positive outlook for remaining aspects of GMWP; agency, autonomy and feeling safe and healthy. Some of the targeted children increased across all areas of the GMWP.

Next Step(s) to inform SIP for 2023/2024:

- To continue to support the health and wellbeing development of all pupils
- To explore resources/ interventions that will support the health and wellbeing of staff and parents/carers.
- To build capacity of staff to support health and wellbeing development of all pupils.
- To continue to embed the school relationship policy and the principles which underlie the policy, namely, nurturing principles and attachment strategy.
- Use the GMWP to create targeted support for children demonstrating requiring health and wellbeing interventions.

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

Robust analysis of our Literacy and Numeracy assessment data and CfE attainment data have shown that we have groups of children at every stage throughout the school who are not meeting their expected CfE level in **Reading and Numeracy & Mathematics**. For reading, these pupils were targeted for support through our Catch-Up Literacy programme, IDL subscription, and/or Nessy subscription (Reading and Spelling programme). For numeracy, these pupils were targeted for support through our Catch-Up Numeracy programme, IDL subscription, or Sumdog Maths subscription.
All pupils were supported by Equity Teaching Staff and PEF funded SSAs in regular timetabled sessions throughout each week.

Similar scrutiny of data indicated that attainment in **Writing** was lower than in all other tracked CfE areas. It is also lower than the SLC and National averages. In June 2022 only 59% of the school were on track to achieve CfE levels. A new resource was implemented across the school to raise attainment in Writing (PM Writing) An identified group were further supported by Equity staff using digital resources, including IDL, Nessy (Writing) and Sumdog (Spelling & Grammar) and assistive technology. We purchased 2 iPads per class to allow pupils to access web based resources and develop skills in applying and using assistive technology.

Data analysis has highlighted patterns of attendance and identified groups and individuals who could benefit from targeted support with attendance and punctuality. The average attendance over the past 6 sessions for our PEF target group is 91.4%. For the Non-PEF group, the average attendance rate is 94.7%. This means there is an average gap of 3.3% that we would like to close to 2%. We have identified specific groups that we will target to improve attendance, including EAL families and pupils with emotional based school avoidance.
Overall, the intention was to increase average attendance across the whole school from 92% to 95% using increased, regular and visible communication with pupils and parents. Our participation in the SLC Test of Change initiative should support our work in this priority.

Last session we recorded a concerning number late-comings. We will raise awareness of this pattern within the whole school community and work to reduce this number significantly.

Through the Participatory Budget (PB), the school and community voted upon helping reduce the cost of the school day by ensuring children have access to school trips (sports and class) and extracurricular clubs without any cost. This year it equated to £5,435. Again, the focus for the PB, was to provide physical activity opportunities as well as opportunities to enhance overall health and wellbeing.

Progress and Impact

What difference did we see? What did we achieve?

<u>Reading</u> -The interventions achieved partial success.

However, collectively the interventions proved to be successful.

The tracked pupils had limited success.

<u>Pupils using Nessy</u> – Some pupils whose progress was tracked achieved their expected level.
Of the total number of pupils who accessed Nessy, over a quarter achieved their
expected CfE level and the majority moved up one CfE level.

<u>Catch-Up</u> - All pupils moved on 1 CfE level using Catch-Up but no one reached their expected CfE level.

<u>IDL:</u> A significant number of pupils whose progress was tracked achieved their expected level after accessing IDL. More than half of all pupils who accessed the resource achieved their expected CfE level.

Overall, Reading attainment increased by 5% from session 21/22 to session 22/23.

Numeracy – Attainment in maths has increased where the targeted children have had input from equity staff. A third of the tracked children have now achieved their expected levels, with many others showing progress.

Use of online programs to provide support, has helped children to engage.

Writing - Attainment in writing increased dramatically where equity staff provided support for a targeted group. Half of the targeted group have now reached their expected levels, with the remainder showing definite progress.

Overall, writing attainment increased significantly from session 21/22 to 22/23, with the greatest success occurring in P6 & P7.

Use of technology within the classroom has ensured all pupils have daily access to the literacy interventions. School Support staff ensure pupils access online programmes regularly and support pupils progress within the interventions.

Attendance - As of the end of May 2023, the gap between the PEF and non-PEF cohorts has successfully closed, exceeding the proposed target of 2%.

Within the group of pupils who were not meeting expected levels and who had less than 85% attendance, a sub-group of PEF pupils had a noteworthy uplift in attendance. Their average falls slightly short of the target but is a significant uplift. As part of the Test of Change project, the strategies implemented across the school to raise awareness and promote the importance of good attendance, eg Attendance Heroes; attendance data shared monthly with the parent body; individual meetings for pupils falling below the 85% threshold, have been particularly effective within the PEF group.

Unfortunately, our late-coming data does not show a similar positive change, and in fact, the instances of late-coming have increased significantly. One reason for this is that pupils who were previously staying off school are now attending but coming to school later. This is particularly true for those pupils struggling with EBSA.

Although disappointing, this data dictates the next steps to be actioned in the coming session. We have introduced a number of long-term strategies going forward, such as an early warning bell to indicate that it is time to join lines; clubs before school; monthly updates in our newsletter and regular communication to pupils at the weekly assemblies.

Participatory Budget – One of the main focusses again was to maintain or enhance the great work completed the year before in providing extracurricular clubs for the children as we noted the positive impact it had on helping with how they felt about coming to school and having opportunities at activities not on offer for them outside of school. We had at least 2 clubs per day on offer, more on other days. This was an increase on our provision last year.

Almost all our children in the school have accessed an extracurricular club throughout the session 2022/23. Majority of those clubs have been physically active clubs. Most of our children in P6-7 have represented the school at a sporting event as a result of coming along to a sporting extracurricular club as well as some of P4 and P5 children. These children reported a sense of belonging and achievement as represented through GMWP data.

Some of the children who had an attendance below 90% prior to joining a club, then increased their attendance to above 90% and some children improved their punctuality, as they attended a morning club. Additionally, through analysis of both Boxall Profiles and the GMWP data, we can report that majority of our children have increased in their overall health and wellbeing; a stronger sense of feeling safe and active.

With regards to accessing trips, all classes have had two trips this year and accessing learning and life skills through these trips. Majority of the children through the GMWP reported a stronger affiliation with the school and an improvement from the beginning of the year until now.

Overall, the PB has provided opportunities for the children to access activities that are not always on offer to them outside of school life and giving them the chance to participate with their friends and classmates. This is turn improves their overall sense of positive health and wellbeing.

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- To build on the success of the support provided by the equity staff in maths, reading and writing attainment.
- To continue to focus on improving attendance and punctuality, with staff continuing into year 2 within the Test of Change initiative and interventions introduced this session continuing next sessions.