

# Deerpark Primary School Newsletter

## Pupil Equity Fund



This session we were allocated £86,400 to close the poverty related attainment gap. We consulted with staff, pupils, parents/carers and partners and identified four priorities to raise attainment and close the poverty related attainment gap. This newsletter explains what our initial plans were, progress with the plans and impact of our spending. We'd be grateful if you could take some time to read over this newsletter and share your feedback by completing and returning the final page.

### Our plans at the start of the year

**Priority 1** - raise attainment in reading at first and second level by June 2019.

**Priority 2** - raise attainment in numeracy at first and second level by June 2019.

**Priority 3** - increase percentage of children who have a positive attitude towards reading, maths and school in general to more than 50% by June 2018 through relevant outdoor learning experiences and strategic, consistent use of assessment is for learning approaches throughout the school.

**Priority 4** - improve learners' health and wellbeing and therefore learner engagement, self-esteem, attainment and participation using a targeted approach of short/long term interventions with children and/or families through:-

- Early intervention team
- PEPASS and School Sports award
- HSLO
- Spark counselling service
- Access to nurture Hub
- Walking bus (attendance & lateness)

### What happened and the impact

**Priority 1** - all of our staff attended training with Sue Ellis from Strathclyde University about different approaches to raise attainment in reading and encourage children to become readers. To support this we bought lots and lots of picture books aimed at all ages and stages to increase the amount of time we read to children, they read to each other and themselves and to talk about stories and how we can relate to them based on our own experiences. We purchased additional materials to support Read, Write Inc in P1-4. We employed an additional 3 support for learning assistants to support learning and teaching in all curricular areas through small group and 1:1 interventions. We were unable to buy Successmaker so bought a subscription for Sumdog instead. This has activities and games for reading and spelling.

#### **Impact -**

- All children in all classes are listening to stories with rich language and sharing their thoughts and feelings almost daily.

- All children are reading a text of their own choice for enjoyment at least once a week.
- 80% of children at First Level (P2-4) have increased their reading age by an average of 8 months in a 5 month period. 76% of children at P4 are predicted to achieve First Level in reading by June 2018.
- 68% of children at Second Level (P5-7) have increased their reading age by an average of 14 months in a 5 month period. 71% of children at P7 are predicted to achieve Second Level in Numeracy by June 2018.

**Priority 2** - all of our teaching staff attending training on teaching number in the primary schools and have used these approaches as a class, in small groups and 1:1 supports. We purchased a lot of concrete materials to support and enhance understanding in numeracy and maths including Maths Recovery materials. Following a collegiate session in assessment is for learning approaches we now include learning intentions and 'remember tos' in all numeracy and maths lessons. This helps children to understand what they are learning, why they are learning this and what they need to do to be successful. Maths teachers from Lornshill Academy have been working with small groups of children at Deerpark and supporting class teachers at second level (P5/6 and P6/7) with planning, learning and teaching in numeracy and maths. We employed an additional 3 support for learning assistants to support learning and teaching in all

curricular areas through small group and 1:1 interventions. We were unable to buy Successmaker so bought a subscription for Sumdog instead. This has activities and games for numeracy and maths.

**Impact** -

- 67% of children working within First Level in numeracy are making progress.
- 71% of children at P4 are predicted to achieve First Level in numeracy by June 2018.
- 55% of children working within Second Level in numeracy are making progress.
- 64% of children at P7 are predicted to achieve Second Level in Numeracy by June 2018.

**Priority 3** - We purchased reference and support materials about assessment is for learning and focused on sharing learning intentions and success criteria initially in maths. This has transferred into other areas of the curriculum too. We bought in specialist training for outdoor learning in November and have purchased lots of materials and equipment to support outdoor learning both in and outwith school grounds.

**Impact** -

- All teaching staff have worked together to look at how sharing learning intentions and success criteria ('remember tos') can help the children understand what they are learning, the purpose of the learning and how to be successful in demonstrating the learning. We agreed that we would do this for every numeracy lesson to deepen the children's understanding.

Children are more able to talk about their learning and peer and self assess. They are also able to talk about what their next steps are based on feedback using remember tos.

- Some classes are developing further by sharing learning intentions and remember tos in other curricular areas. We plan to continue to develop this throughout next year.
- Some children are participating in outdoor learning more often, particularly in numeracy related activities. Staff will work with Jenny Ventham from the forestry commission in May 2018 to learn about the outdoors. We will continue to track and monitor the impact on learning engagement.

**Priority 4** - We ran a walking bus for one week as a trial. Our Early Intervention Worker was trained in Theraplay in September and worked with a number of children in small groups or 1:1 to promote social, emotional and intellectual development. We were unable to procure work with SPARK Counselling Service, nor were we unable to recruit a teacher for 2 days a week to release our Depute to develop Health and Wellbeing. We have secured additional work on developing Growth Mindset with Sonia Grant following work through the Scottish Attainment Challenge. We are currently underspent in this area.

#### **Impact** -

- Nine children were identified as those who might benefit from the walking bus.

During the week of the trial, there was only one recorded late. Parental feedback was that the walking bus was leaving too early for many children who did not want to attend breakfast club. For the walking bus to run later eg 8:30am, it would need to involve parents and carers rather than just school staff.

- Growth Mindset with Primary 6/7 children
  - The pupils enjoyed making the iMovie and are happy to share this
  - with others
  - • There were encouraging signs of a positive shift in the pupils mindset
  - • Engagement in the training increased their motivation to learn
  - • The class teacher observed improvement in the Growth Mindset
  - behaviours of the pupils involved in this project
- Several children benefitted from Theraplay with Angela Coulter before she left in December 2017. Their class teachers and Angela noticed an improvement in working with others in small groups. Vicky Mossetig, our new Early Intervention Officer, has recently undertaken training in Theraplay. This will recommence next term.

# How PEF and School Improvement has made a difference in each class

## Primary 1R

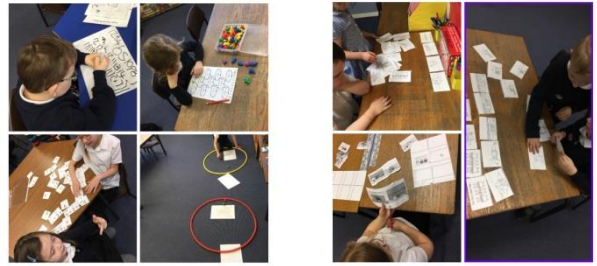


In P1R picture books have been read in class and children have been enjoying DEAR time where they can read to each other. These books have helped P1R become confident enough to read to each other and to the class.

RWI resources have been used in class to support literacy teaching and help the children learn their sounds and improve their blending skills.



Having Miss Wilson as our learning assistant has benefitted the children as she has been able to work to support numerous literacy and numeracy groups. She has been able to give the children 1:1 tutoring and has supported outdoor learning.



The materials in the maths recovery box have been used to support all children in the class. The children are becoming familiar with the tens frames and have used the various objects to support them when learning how to add amounts together. The class are becoming increasingly confident with their number sense due to the resources available and being able to work in smaller groups with either Mrs McDowall or Miss Wilson. Learning Intentions and Success Criteria for Numeracy are visible in the classroom. The pupils are becoming familiar with where this information is and how this can support them to be successful in their learning.

P1R have participated in several outdoor learning lessons with Miss Reilly, which the pupils are enthusiastic to discuss. They have made use of the Dam and the playground to support Numeracy lessons.

## Primary 1W

In P1W we have enjoyed reading lots of the picture books that the school bought as part of the Reading Project. We have used these stories to





develop our listening and talking skills, increase our vocabulary and support our storytelling skills. Having listened to so many stories we are now all very confident when it comes to describing what we like or do not like about certain books and we have identified a few favourite authors as a class. The additional Read Write Inc resources that the school bought have meant that Mrs Smith, our full time Support for Learning Assistant, can work with us in smaller groups to help us further practise our sounds and reading.

"Sometimes it is easier to remember sounds when we learn them not in the class."



In numeracy we make regular use of the materials purchased to enhance our understanding of numerals and quantity. Our number sense is continually improving and Miss Wyman has shown us lots of new activities and games that we can play to help with this that she learned about when she went to the training for teachers. Mrs Smith also helps us to work in smaller groups during our numeracy lessons which we like because "if something is tricky there is a grown up who can help us work



out what to do or to help us write our numbers."

We regularly take our learning outdoors and most of us are happy to go outside no matter what the weather is like.

We use the playground, the field and the Dam to support our learning. "Learning outside is better because sometimes it doesn't even feel like learning and it is fun to be able to run if we want to."

Using "remember to's" in literacy and numeracy have helped us to make sure that we know all of the steps we need to take to be successful. We use traffic lights and our thumbs to show Miss Wyman how we feel about our learning at the start and end of each lesson, "green traffic lights mean we are happy with our work, orange means it was a bit tricky but ok and red means that we found it hard and need Miss Wyman or Mrs Smith to work with us next time." We have been working on self and peer assessing our work against our "remember to's" which helps us to see what we need to do next time.

## Primary 2

In P2 we have been making our learning fun both indoors and outdoors. In literacy, we have made the most of our daily picture book by using our new selection of books and sharing our thoughts and opinions of the books in exciting ways. We have

particularly loved different drama activities which has helped to deepen understanding of characters and the plot of a story while also bringing lots of laughter into our learning. We have also shared our love for picture books with P5/6 during reading buddies, by discussing our favourite genres of books and recommending books for our big buddies to enjoy with us.



In maths, we have made the most of the great outdoors by using our playground and also going further afield to learn. We have used sticks, stones, leaves, grass and lots of other natural resources to help us learn new maths skills and concepts outside of the classroom.

By using "Remember to's", we have understood very clearly how we can be successful in our learning and used this to check our own work before handing it to Miss Fox. Often we come up with our own "Remember to's" as this helps to prepare us for the task ahead as we have engineered our own steps to success. Most importantly, we have loved having Mrs Beveridge in our classroom with us to work closely with individual pupils or small groups. This has helped us to remember

our sounds and common words, understand our reading books and improve on our number sense.



### Primary 3



Primary 3 have been working on improving their reading. We love reading and we have lots of lovely new

books to read in class and to take home to enjoy. All of us have shown progress in reading and we love to have a go at more challenging books. We will be working with the Reading Project team to further improve our skills. In Numeracy and mathematics we have been using our new maths recovery resources to help us with our number work. We have been working on using strategies to help us with quicker recall of addition and subtraction facts and some of us are now learning times tables.





We already go out every day to do our daily mile to help increase our fitness. We really enjoy this and feel our stamina growing. We have started to do more outdoor learning to help engage and motivate us and are looking forward to increasing the time spent outside next term. We will be working with the Rangers who are going to help us develop new ideas for learning outdoors.



## Primary 4

Primary 4 have been working hard in Numeracy and Literacy this term. With the help of our Learning Assistant Mrs Sherry we have been taking more of our learning outside. We went outside to help us with:



- Greater than and less than
- Our 2,5, and 10 times tables
- Rounding numbers to the nearest ten/hundred
- Mental Numeracy
- Fractions - we went outside into our playground to make our own fraction walls. We had to think about wholes, halves and quarters

We have also been taking part in the Reading Project with Sue Ellis. We decided to change our DEAR time to a Reading

Café. Once a week we get together and choose a book. We then read the book in a place of our choice within the classroom. Afterwards, over a juice and a biscuit we get together with a partner and discuss the book we have read. Mrs Sherry our Learning Assistant also takes a group who want to be read to.

## Primary P5/6

### Literacy

In primary 5/6, we have been trying out a few different things in reading.

We started working with P2 in reading buddies sessions.

Before we read with our buddies, we check in with them. Then we find out what book(s) they are interested in and we might read to them or they will have a go at reading to us. We check-in at the end of the session too, and get their thoughts and feelings about what we read together.

Two reading groups have been working on developing reading skills and strategies. Inference (reading between the lines) has been the main focus this term.

Some children have been working on a different reading scheme with Mrs Hewitson and Mrs Rennie. They feel much more confident with reading now.



One pupil in the class has just embarked upon the 'Reading Project'. She is already making progress with her reading and really enjoys her time reading.

In class we often use stations during reading time. This gives us a chance to read by ourselves for enjoyment, develop reading skills and strategies, work on reading as part of a group and also use the listening station or ICT to support our reading.

In writing, we have been working on developing descriptive language through the use of VCOP and thesauruses.

We also developed our note taking and list writing during our Micro Tyco learning context.

Most recently, we have been using our ICT time to enhance writing experiences.

Instead of writing our stories by hand, we have been typing them up.

## Numeracy and Maths

As part of Micro Tyco, we were working on money.

We learned about the terms 'profit', 'loss' and 'budget' and we used our understanding within Micro Tyco experiences.

Miss Vickers worked with us on fractions. We revisited the terms numerator and denominator and worked out how to find fractions of sets, fractions of amounts and



about how fractions are relevant in real life.

This term, we are revising multiplication and division. We are using chilli challenge questions, Sumdog and Scottish Heinemann (amongst other resources) to support us in our learning.

As well as learning within the classroom, we have taken a lot of our numeracy work outdoors. We have worked on place value, addition/subtraction, multiplication/division and ordering in a range of different outdoor experiences.

The 'Pythagoras' maths group have been working on developing number sense and have been using the maths recovery

resources in small group sessions with Mrs Hewitson. The have made good



progress with their number work already.

A group of P5/6 and P6/7 children have been working with a teacher from Lornshill Academy to develop their numeracy and maths as well.



H+WB





As part of H+WB we trained with Mrs McCulloch, to become Peer Mediators. Lots of us have already put our skills to the test and have helped

children from P1-4 resolve problems in the playground. We shared out success by putting on a Peer Mediation assembly for the school.



We will be working with the Countryside Ranger in the near future in activities that will help us develop our 'team building' skills in the outdoor environment.

## Primary 6/7

In numeracy we have made use of a variety of materials we have recently purchased. We

use Sumdog, an online resource, to support learning taking place in class. Sumdog is also used to support reading and spelling. We make use of

our maths recovery box which contains different resources such as 100 squares, whiteboards and games. Learners in Primary 6/7 have access to the latest



Heinemann texts books which act as a means of evidencing learning in

numeracy and maths. Teachers from Lornshill maths department attend Deerpark Primary School weekly to work with targeted groups of children to support raising attainment.



We are very fortunate to have Mrs Johnston who is our full time learning assistant. Mrs Johnston works with the whole class and targeted groups to support and challenge learners in numeracy and literacy. Learners who have benefited from Mrs Johnston's input have demonstrated progress in reading, writing and aspects of numeracy.

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use Sumdog, an online resource, to support learning taking place in class. Sumdog is also used to support reading and spelling. We make use of

Primary 6/7 regularly takes learning outdoors. All staff have benefited from training opportunities to equip them with



the latest ideas and techniques on how best to organise and deliver outdoor learning. We make use of our outdoor space timetable to participate

in activities such as numeracy games, strategies challenges, spelling games, science and drama. We have recently purchased lots of new materials which will allow us to do even more learning outdoors.



In Primary 6/7 we have become used to jointly setting "Remember To's" to create a set of manageable steps to evidence success in our learning. We refer to our "Remember To's" during learning activities to make sure we're on the right path. We are

becoming more skilled at peer and self-assessment as a means of identifying next steps in learning. Learners in Primary 6/7 use a "Fist of Five" to demonstrate our understanding of things at any given time.

### Next Year

Our priorities for improvement and use of Pupil Equity Fund were planned to continue into 2018/19. We would like to continue supporting children through well planned support from our additional staffing, continuing to embed resources and approaches in literacy, numeracy, outdoor learning, pupil engagement and health and wellbeing. We are also looking at working with partner agencies to support health and wellbeing through counselling and developing Growth Mindset and positive attitudes to learning. We would also like to work more closely with parents and carers.