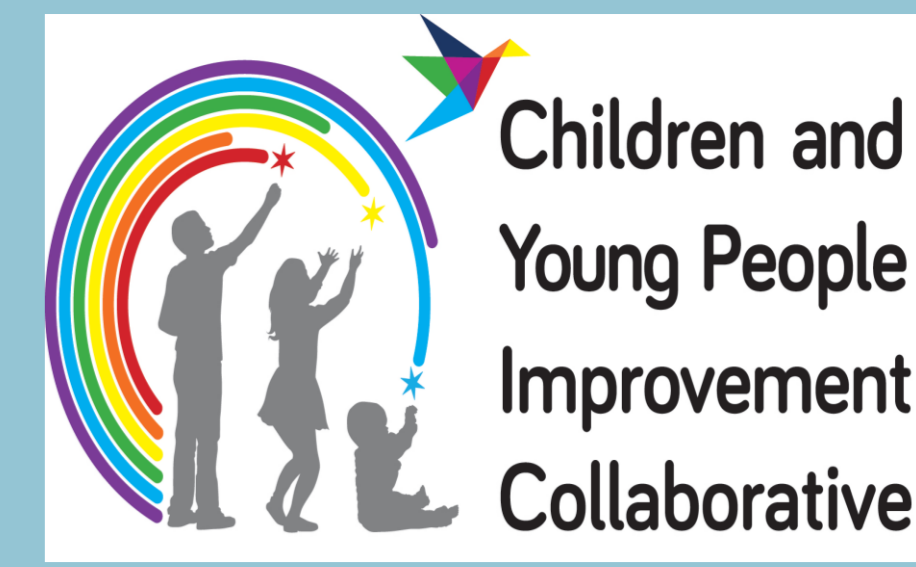
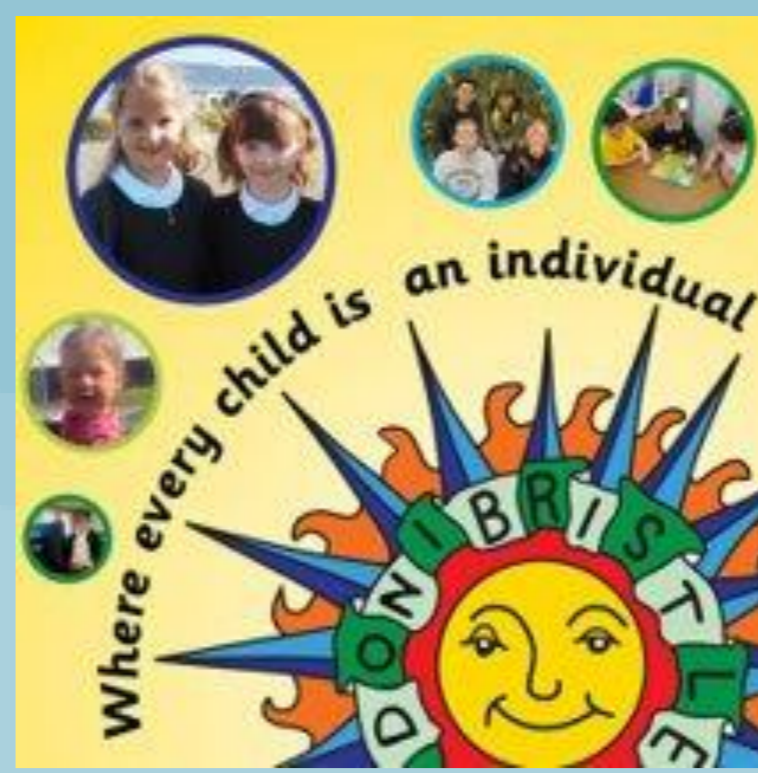


Improving numeracy outcomes at Donibristle Primary School

Gillian Mazyck (Depute Headteacher)
 Stephanie Bone (Class Teacher)
 Debbie Ure (Educational Psychologist)
 Keighley Allan (Support for Learning Teacher)



There is an attainment gap for many groups of pupils, this is particularly large for care experienced children.

Almost all school leavers (98%) have at least one qualification at SCQF level 3 or better. This compares with 87% of young people who were care experienced with the same level of qualification. At the higher levels of qualification, 86% of all leavers have at least one qualification at SCQF level 5 or better, compared with 38% of care experienced school leavers *

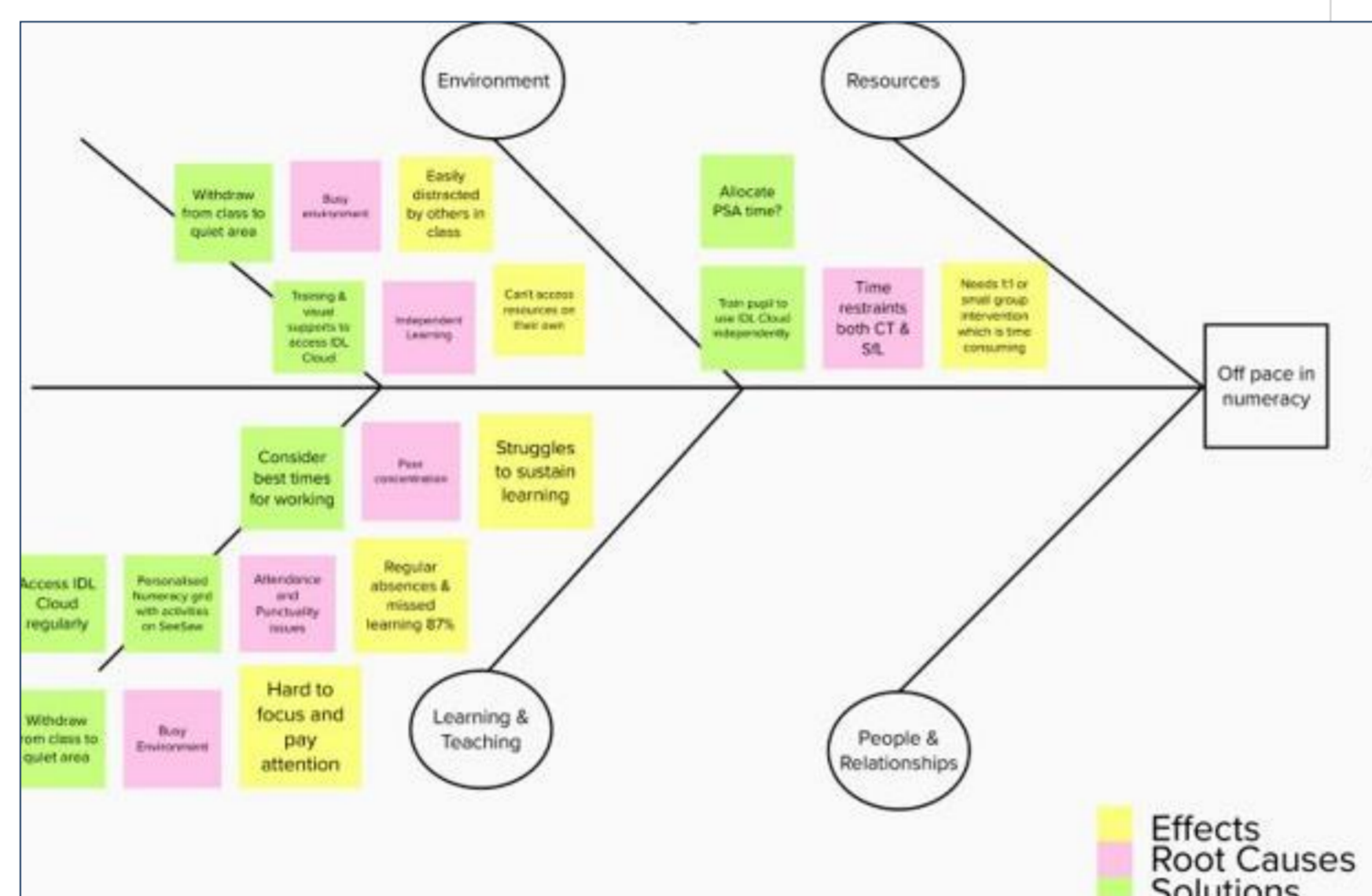
Currently at Donibristle Primary School, we have 5 children attending our school who are care experienced. We are aiming to close the gap by raising attainment and providing nurturing opportunities for our care experienced children to succeed.

- Stretch Aim:** By June 2022, identified care experienced pupil will have achieved Curriculum for Excellence early level numeracy outcomes.
- Aim 1:** By mid March 2022, identified pupil can confidently represent (with concrete materials) and order any number from 0-20.
- Aim 2:** By the end of May 2022, identified pupil will understand the link between addition and subtraction with numbers up to 10. Be able to represent all possible partitions of 10.

Method

We established a multi-agency team which included a member of SLT, learning support, class teacher and educational psychology. We collaboratively agreed our focus and stretch aim.

Using a fishbone analysis we considered the barriers to the child's learning. We established our aims, measures and methods for collecting our data. We used the Leuven scale to measure engagement.



Process Change

Change idea 1: Numeracy time out with class in a quiet area

Change idea 2: 1-1 targeted approach

Change idea 3: Removing two teacher led sessions and using ICT

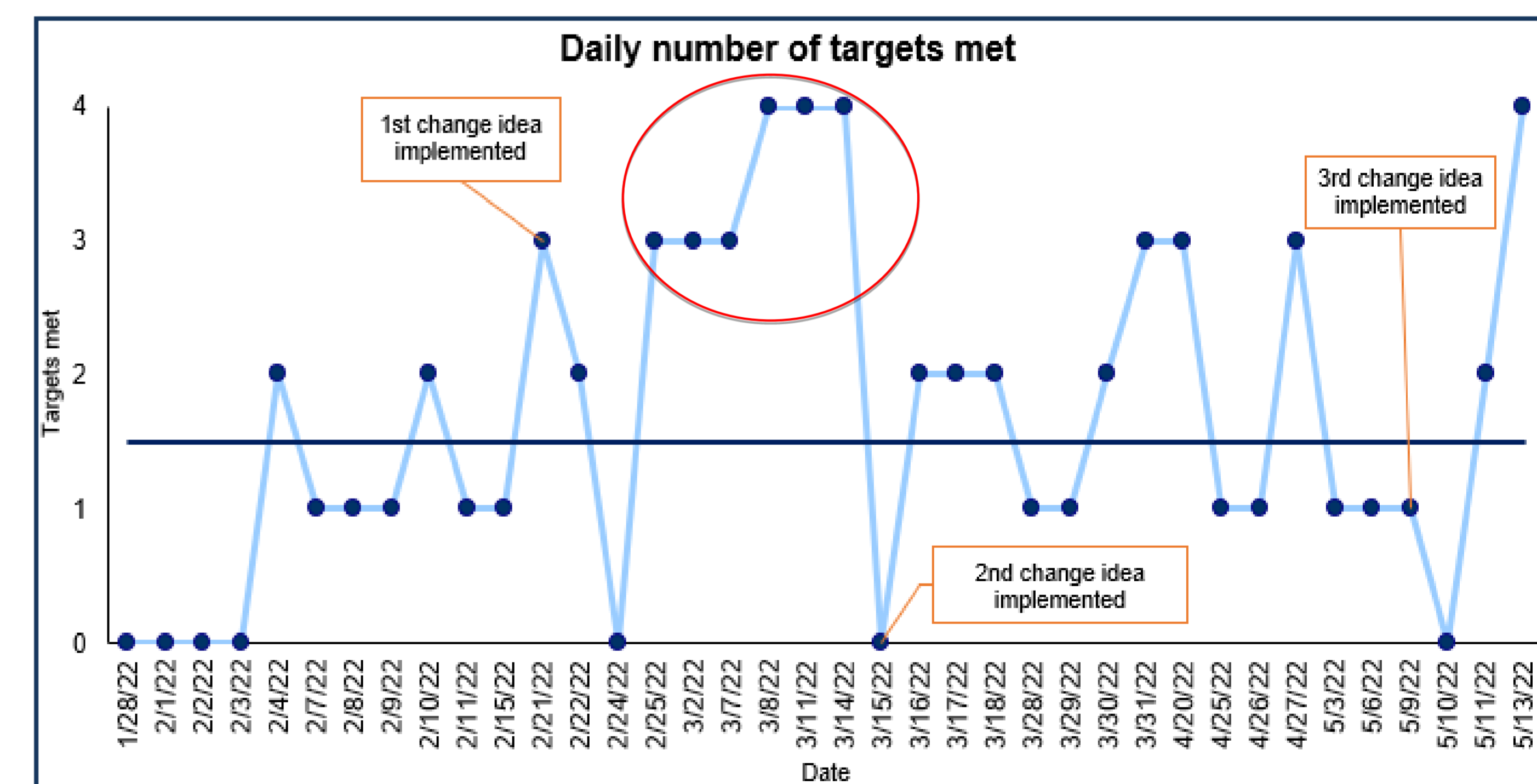
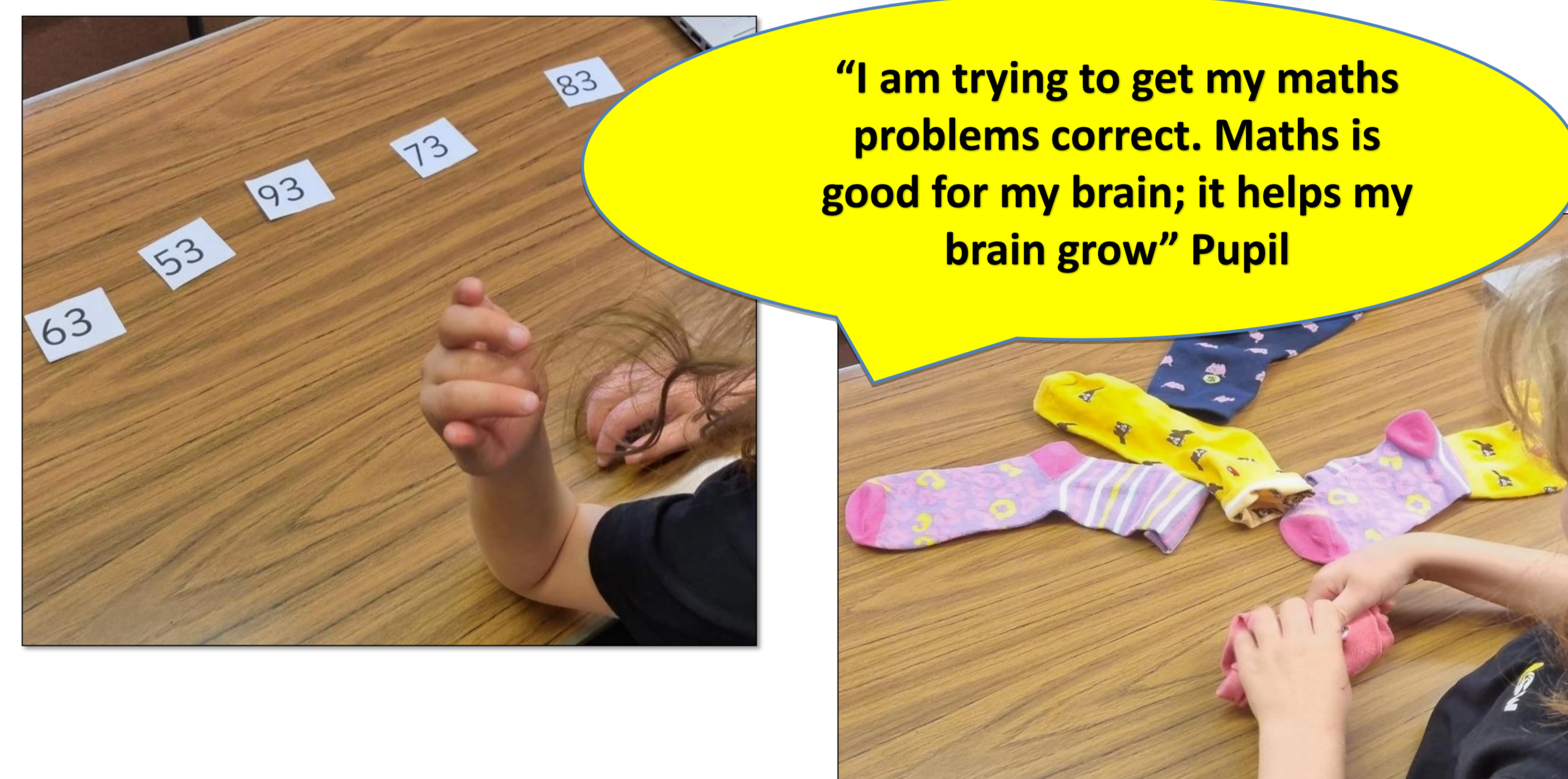
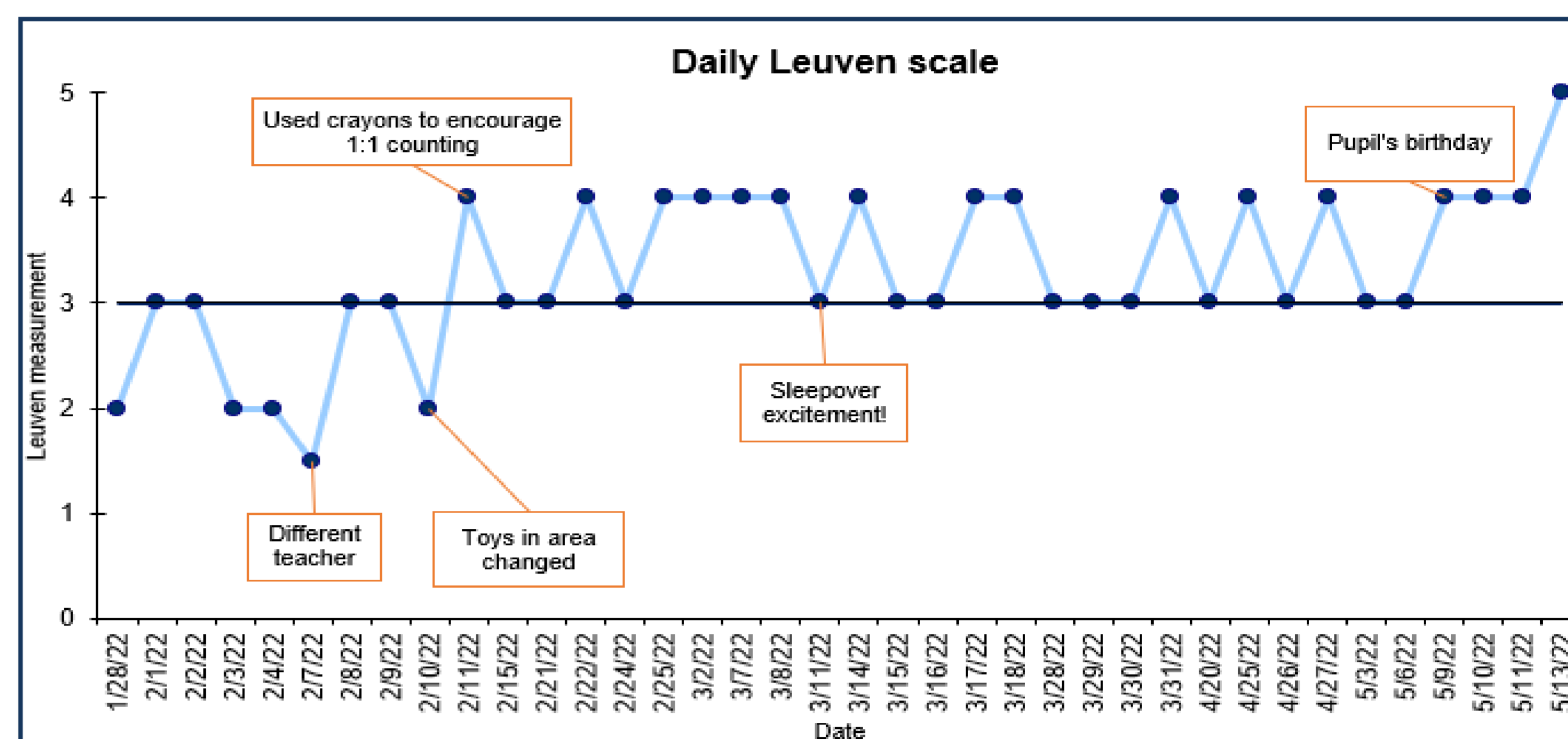
AIM	PRIMARY DRIVERS	SECONDARY DRIVERS	CHANGE IDEAS
By June 2022, identified pupil will have achieved CfE early level counting outcomes	Engagement	Universal & Targeted Approacher-positive learning environment Improve Parental Engagement parents have a positive attitude about school or homework	Consider best working times Withdraw from class to a quiet area Personalized numeracy grid with activities on Seesaw
	Participation	Focused Communication	Talking Mats
	High Quality Learning & Teaching	Robust approaches to Learning & Teaching Targeted approaches to improving numeracy	Assessment Daily Maths Recovery by 5%
	Attendance	Positive attendance stats Improved attendance (no covid)	Accessing iDL Cloud-using visual supports
	Relationships	Expanded Friendship group emotional needs are met-often falling out with friends or bossing over relationships with others	

Achievements

- Pupil managed to overcome their difficulty with counting forwards and backwards from 0-20 (aim 1) and can understand the link between addition and subtraction with numbers up to 10 (aim 2)
- Their engagement did improve working in a separate area away from the noise of the classroom
- They are on track to meeting the requirements for early level and progressing to first
- We worked together well as a team and have gathered a large amount of information about the child we have been observing and working with
- We overcame issues with our original project and changed our aims swiftly and appropriately to fit with our new focus



Results



Key Learning Points

- Use of QI tools helps to focus targeted interventions and reflections
- Small focused aims helps to gather data efficiently
- Some children will benefit from leaving the classroom and working in a quieter space. This was the change idea which had the greatest impact
- Repeated intervention with the same teacher can provide consistency

Next Steps

- Information gathered from project regarding pupil's progress to be used to support a smooth transition and continuity in learning
- Consider environmental factors when planning classroom layout (e.g., quieter area available in open plan space)

*Scottish Government (2020) Educational Outcomes for looked after children 2019-20