	Dysart Primary School	
	Standards and Quality Report	
	Achieving Excellence and Equity	
	2023-2024	

Context

Setting/School Roll (including ELC)

Current School and Nursery Roll: 179 children

Preschool Context:

Under Three Playroom = 6 children (max capacity 10) 3-5 Playroom 24 children (max capacity 24)

Dysart Outdoor Nursery 28 children (max capacity 32) Our fully outdoor nursery is a pilot project, children from 5 local nurseries can apply to attend 2 days a week. It is a unique satellite service, where children are involved in choosing the area for the day based on weather and learning interests; the rocky shore, harbour, beach area, forest or park. The improvement work over the last two sessions has been sector leading and practitioners from all over Scotland come to the nursery to learn from their improvement journey.

School Context:

This session the school roll is 131 children with 6 classes.

Care Experienced	7%
EAL	12%
ASN	37%

Vision, Values and Aims

To support and challenge all children through high quality learning experiences ensuring achievement for all.

To be a safe, nurturing, inclusive environment that's fosters resilience and wellbeing.

To be a respectful and responsible school community that works together.

To be ready to learn, aspire to succeed in school and in life.

To inspire curiosity and adventure.

Building a Proud Community Together!

RESILIENT
I have a positive attitude to all that I do and don't give up when things are tricky.

REFLECTIVE
I talk about my learning to help me identify how I have been successful and what my next steps are.

READY
I am ready for learning and to challenge myself to do and try new things.

SAFE
I make safe choices in school, at home and in the community.

RESPONSIVE
I work together with others to share learning and ideas through listening and working together.

RESOURCEFUL
I use my imagination and creativity in my learning.

RESPECTFUL
I show kindness to others through valuing and including everyone and I help to look after our school community.

FME	38.5	
SIMD Profile for establishment	School average SIMD is 3.4 with a breakdown below.	
	SIMD	Percentage of Pupils
	1 and 2	38%
	3 and 4	44%
	5 and 6	13%
	6 and above	5%

Attendance (%)	Overall	89.76%	Authorised	6.93%	Unauthorised	3.31%
Exclusion (%)	1.47%					
Attendance Scotland Fund Allocation (PEF and SAC)	£63,700					
Cost of the school day statement	At Dysart Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.					

Improvement Priority Session 2023 – 2024

Priority 1 – Increase engagement in learning through more effective universal and targeted support (nursery to P7)

Directorate Improvement Plan (delete as necessary) Health & Wellbeing Attendance & Engagement	HGIOS 4 Quality Indicators √ 2.4 Personalised Support √ 3.1 Wellbeing, Equality and Inclusion HGIOELC Quality Indicators √ 2.4 Personalised Support √ 3.1 Wellbeing, Equality and Inclusion

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	

Progress:

- √ The Circle/Up, Up and Away professional learning sessions attended by all staff have provided a toolkit of strategies to support inclusive practice across our learning community. ASIST provided Sensory Sensitivity Professional Learning for teaching staff to ensure we are meeting the needs of children with sensory sensitivities.
- √ The Glasgow Motivation and Wellbeing Survey was used twice with pupils (May 23 and Feb 24). Staff used the results to improve aspects of wellbeing for individuals, groups and class.
- √ HT identified themes at a whole school level from GMW carried out in May 2023 with assemblies and whole school learning planned around anti-bullying and equality and diversity in terms 1 and 2.
- √ All teaching staff engaged with the CICs (Circle Inclusive Classroom) to audit their practice and plan improvements within their learning environments.
- √ Teaching staff used the Circle Participation Tool to identify personalised supports for individual children with ASN.
- √ Support staff undertook de-escalation training delivered by EP Service (Regulate, Relate, Reason, Reflect)
- √ All staff undertook Kitbag professional learning delivered by Nina Sheils from International Futures.
- √ PSAs undertook restorative conversations and Fix-it-Folder professional learning through EP service.
- √ Pupil Kitbag Ambassadors and Peer Mediators have been established across the school.
- √ Our Dysart Positive Behaviour and Relationship Approach was revised and shared with stakeholders for feedback.
- √ Our Anti-Bullying Policy was revised and shared with all stakeholders for feedback.
- √ A small group of families attended a Family Kitbag Session.
- √ Time was protected on INSET day for staff wellbeing – exploring ways to support our own health and wellbeing including individual wellbeing plans.
- √ Time protected for pupil support assistants to collaborate regularly with class teachers on Summaries of Support throughout the session.
- √ A pupil learning council was established providing children with opportunities to contribute to the ongoing improvement work on inclusive learning environments.

ELCC
- √ All nursery staff engaged with "Up, Up and Away" training delivered by ASIST.
- √ Using the "Literacy Rich Environment Tool" staff in all playrooms reflected on the environment to enhance and improve literacy and communication across the playrooms (Under Three Room, 3-5 Room and Dysart Outdoor Nursery)
- √ Staff used the "Identify Stages Tool" and the bubble tool (individual target) planning throughout the year to support children with identified needs.
- √ Staff reflected on the Care Inspectorate Practice Note: Transitions and used this to identify what was working well and what could be improved.
- √ Bubbles (individual targets) have been shared at review meetings and parent chats and as a result parents are aware of the additional support in place.
- √ Parent postcards have been shared to encourage parents to work on individual targets at home.

Impact:

- √ Termly CICs (Circle Inclusive Classroom scales) show improvements in all classroom environments.
- √ Almost all pupils were observed to be motivated and engaged in learning partnership and classroom visits.
- √ Almost all (95%) children report they can access support to help them in their learning (Pupilwise Survey)
- √ Most (88%) children report: people in school help me with my learning when I need it.
- √ Most (77%) children report that the school takes action on concerns about bullying.
- √ All teaching staff are developing a shared language of support strategies and as a result, summaries of support are more consistent across the school.
- √ All staff report that Summaries of Support are now ensuring all staff are informed on how best to meet that child's needs day to day. This document is now central to review meetings.
- √ All support staff report to being involved in the ongoing review of summaries of support. All PSA staff report they confidently access the document to help them support children with identified needs.
- √ All parents report (from a small cohort who responded) that they have had opportunities to review their child's summary of support and know the supports and strategies within in.
- √ Focus groups at our extended learning partnership evidenced that children can talk about what to do if they are being bullied in school and identify a range of supports available to them in school – kitbag, peer mediators, buddy bench, worry bench.
- √ Across all themes, pupil Glasgow Motivation and Wellbeing scores improved from May 23 to Feb 24.
- √ Almost all (95%) of parents report their child feels safe in school.
- √ Most (75%) of parents feel that the school takes action on concerns about bullying
- √ Almost all (90%) of parents feel the school helps their child to develop positive relationships.
- √ Almost all (93%) of parents feel the school supports their child's emotional wellbeing.
- √ Most (89%) of parents agree there is a positive behaviour ethos in the school and nursery.
- √ All staff report to have increased confidence and professional knowledge and understanding of autism friendly strategies and supports for children with identified ASN.

"I feel that the school offers a variety of strategies to promote positive behaviour. My children both talk of ways in which success has been celebrated and also of strategies that have been used to help de-escalate situations."

Feedback from parent on revised Dysart Positive Behaviour and Relationships Approach

- √ All children in nursery with identified needs have a summary of support which is regularly reviewed to reflect the individual supports.
- √ Nursery staff have incorporated individual targets from Up, Up and Away into summaries of support, parent chats, parent postcards, PLJs and planning to ensure all staff are supporting children consistently. As a result, staff can clearly identify how individual children have made progress across their emotional, social and early and language development.
- √ At review meetings, most parents agree they are knowledgeable about the supports in place for their children at nursery and are using similar supports at home.

√	Feedback following wellbeing session indicates most staff developed stronger understanding of how to support their own wellbeing, how to manage this and tools to support themselves in times of stress.

Next Steps:

- Add GMW survey to assessment calendar and protect collegiate time to discuss results and actions
- Continue to use CIRCLES and Up, Up and Away inclusive classroom environment scales termly
- Continue to use CIRCLES and Up, Up and Away to plan supports for individual children – linking this to summaries of support
- Ensure Summaries of Support are shared with parents at Parent Interviews. Continue to moderate summaries of support through quality assurance calendar and classroom observation.
- Continue to develop the role of the Learning Council particularly focused on inclusive environments.
- Taking a lead from the sector leading practice of the Outdoor Nursery – 3-5 playroom and Under Threes will introduce individual focus planning sessions.

Improvement Priority Session 2022 – 2023

Priority 2 – Develop Digital Learning and Literacy Progression (P1-7)

Directorate Improvement Plan (delete as necessary) <mark>Achievement</mark>	HGIOS 4 Quality Indicators 2.2 Curriculum 2.3 Learning, Teaching and Assessment <u>HGIOELC Quality Indicators</u> 2.2 Curriculum 2.3 Learning, Teaching and Assessment

Has this priority been: (please highlight)	<mark>Fully</mark> <mark>Achieved</mark>		Partially achieved		Continued into next session	

Progress:

- √ Digital leads have engaged in Year 1 of the Fife Digital Cultures Programme throughout this session. As part of this programme staff have been involved in creating a 2 year action plan based on self-evaluation.
- √ A professional learning programme was designed based on staff feedback. This was delivered by Gemma Sanderson. All staff have had opportunities to be upskilled in the use of digital technology including using GLOW, Smartboard Tools, Lumio, Green Screen, Chatterpix and Stop Motion.
- √ Introduced the Fife digital technology progression pathways to ensure progression through digital technology. Staff are now using the pathways to plan learning, teaching and assessment.
- √ 'How to guides' have been created as a refresher for all staff
- √ Class Teachers have shared practice where they have provided opportunities to use digital skills across the curriculum.
- √ Community Safety and Crime Reduction Officer attended parent events to provide advice to parents around digital safety.
- √ Parent Council have committed to an ongoing investment into digital hardware for the school.

Impact:

- √ 95% of children agreed that school teaches them how to stay safe online. This triangulates with pupil focus group where children can talk about digital safety learning. There is scope to ensure this is appropriately progressive.

- √ Self-evaluation and feedback from staff shows children are beginning to have more opportunities to experience high quality digital learning experiences that enhance learning across the curriculum. This triangulates with classroom observations and monitoring of PLPs.
- √ From pupil voice groups and observations, most children across the school are beginning to have increased knowledge of using digital tools including coding and visual creation tools such as green screen and animation.
- √ Teaching staff report to having improved skills and confidence in using digital tools to enhance learning, teaching and assessment. There is scope to develop this further.
- √ Most children are able to talk about how they have developed digital technology skills across the curriculum – e.g. using google maps to enhance learning within social studies.

Next Steps:

- √ Continue to engage with the 2 year Fife Digital Culture Programme
- √ Further develop staff professional knowledge, skills and confidence using digital tools for learning, teaching and assessment.
- √ Through assessment and moderation ensure children are experiencing progressive, high quality learning experiences in digital technology across the curriculum.
- √ Pupil participation opportunities to lead digital technology across the ELC and School

Improvement Priority Session 2022 – 2023					
Priority 3 – Develop approaches to assessment and moderation within numeracy and writing					
Directorate Improvement Plan (delete as necessary) Achievement			HGIOS 4 Quality Indicators 2.2 Curriculum 2.3 Learning, Teaching and Assessment		
Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session

Progress:

- √ All teaching staff participated in 4 planned moderation activities (writing and numeracy) with a partner - this included reflecting critically on planned learning, teaching and assessment and assessing the evidence of learning together using benchmarks.
- √ All teaching staff continue to implement the new local authority writing assessment criteria to assess extended pieces of writing across the session in line with our school level agreement.
- √ All teaching staff participated in the "What's in a Level?" module.
- √ Staff reflected on The Moderation Cycle within Dysart Primary School and identified strength and areas for development.

Impact:

- √ Feedback from Learning Partnership and HT classroom observations shows in all lessons learning intentions and success criteria were shared and children were able to use the language of learning, it was clear this was supporting children's understanding of what they were learning and how to be successful. (Four Part Lesson Model)
- √ From self-evaluation and questionnaire feedback most teaching staff report that they feel confident in their assessment of writing and a body of assessment evident to support judgements and planning of next steps. This ensures that CfE levels are robustly evidenced and children progress appropriately.
- √ From self-evaluation and planning and tracking meetings all staff report that they use the benchmarks more consistently to support their professional judgements in Writing, ensuring that children are reported at the correct levels to ensure effective progression in their learning.

Next Steps:

- Ensure the collegiate calendar has regular planned opportunities for moderation across the BGE
- Establish agreed planning expectations and standards using the guidance from local authority
- Further develop our shared understanding of what a range of assessments and quality body of evidence looks like in all 8 curricular areas. Update assessment calendar.

Priority - **Improve early numeracy and maths experiences in ELC**

Directorate Improvement Plan (delete as necessary) Achievement			HGIOS 4 Quality Indicators HGIOELC Quality Indicators √ 2.2 Curriculum √ 2.3 Learning, Teaching and Assessment			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved		<mark>Continued into next session</mark>	

Progress:

- √ Nursery staff engaged with Education Scotland professional learning series: Supporting Early Mathematical Development
- √ A numeracy and maths audit was carried out in all nursery playrooms including outdoor nursery and action plans created to develop numeracy and maths across the core provision.
- √ Led by the nursery teacher practitioners are beginning to use progression pathways, pyramids and points to consider to support observations and planning of next steps/extending the learning.
- √ Nicola Bowman SEYO undertook the Education Scotland professional learning series 3: Conceptual Maths Outdoors training and as a result supported the Ravenscraig team to reflect on opportunities to intentionally promote numeracy and maths in the outdoors.
- √ Practitioners in all playrooms carried out an audit of maths and numeracy observations within PLJs and discovered significant gaps in the areas of money and fractions, decimals and percentages, measurement and information handling.
- √ EYLO, Nursery Teacher and EYO visited Balcurvie Nursery to explore their improvement work using conceptual numeracy resources across their playroom.
- √ Maths and numeracy bookbug sessions were provided for families with a focus on counting on and back.

Impact:

- √ All staff agreed that the Education Scotland series: Supporting Early Mathematical Development promoted high quality professional dialogue and as a result helped staff to consider what is already available to support maths and numeracy, the learning that can take place, how we can provide support, and other opportunities to enhance provision.
- √ New resources were created and purchased.
- √ As evidenced in PLJs and planning, all children are engaging in more stimulating and motivating play experiences which are open ended and develop mathematical skills, attributes and capabilities.
- √ There has been an increase in the number of quality observations in numeracy and maths within PLJs for all children.
- √ Self-evaluation shows that all nursery staff are more aware of modelling conceptual understanding of mathematical concepts and extending children's mathematical language and thinking through interactions. Staff would like support to develop this further.
- √ Self-evaluation shows that staff are beginning to have increased confidence in assessing each child's progress in mathematics and numeracy, and planning appropriate next steps in learning with support of NT (as triangulated by learning conversations).

√ Feedback from parents who attended PEEP state that as a result of the programme, they now count on and backwards and look for numbers with their child most days through every day tasks.

Next Steps:

√ Self-evaluation shows that nursery staff would benefit from further professional learning to develop their knowledge and understanding of the numeracy and maths curriculum.
√ Staff would benefit from further support using benchmarks for assessment
√ Nursery staff to engage with Fife Conceptual Numeracy and Play Professional Learning Resource
√ Continue to develop questioning to promote mathematical and numerical thinking through play

Attainment of Children and Young People (Primary and Secondary)

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	69%	69%	69%	77%
P4	83%	78%	78%	78%
P7	81%	74%	70%	59%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	71%	69%	79%	77%
P4	55%	80%	65%	78%
P7	57%	75%	61%	59%

Almost all children are making very good progress from their prior levels of attainment in literacy and English. By the end of P1, a majority of children achieve early level in writing, reading, talking and listening. Most children in P1 achieve early level in numeracy. By the end of P4, most children achieve first level in writing, reading, talking and listening and numeracy. By the end of P7, a majority of children achieve second level in writing, reading, talking and listening and numeracy.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the ELC/School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. Achievements are also linked to our school values and Dysart Learning Powers (see school context)

These have been shared throughout the session through our positivity postcards, curricular awards, seesaw profiles, weekly assemblies and newsletters.

√ Children in our 3-5 year old nursery playroom gained skills in basic life saving through a workshop with Saline First Responders.
√ Participating in a local beach club up provided children in the 3-5 year old playroom with opportunities to demonstrate responsible citizenship and contribute to caring for our local community.
√ Children in Ravenscraig Outdoor Nursery have developed skills of teamwork, problem solving, resilience and resourcefulness as they challenge themselves to use a variety of ropes for swinging, climbing and pulley systems. Children are demonstrating how they can take measured risks while developing their physical competences within the woods.

- √ 25 families undertook an art and craft family learning event led by our PTA and Kirkcaldy Art Club. Children and their parents worked with local artists to explore a range of techniques and create pieces of art.
- √ The pupil council have successfully set up and run a healthy tuck shop in school this session and as result have developed skills of communication, enterprise, food hygiene, problem solving and creativity as they take on responsibility for working within a budget, ordering stock, taking orders, making food and delivering orders to classes.
- √ Primary 5 engaged in a song writing project alongside P5 at Kirkcaldy North PS and Fischy Music. They developed skills of song writing, creative collaboration, recording then performing their song live at a concert at Pathhead Church.
- √ The Dysart Dragons and Dysart Diamonds Netball Teams participated in Netball Tournament with 18 other schools and came 2nd.
- √ Our school Ballet club developed confidence, resilience and performance skills when they participated in Fife, 6,7,8 Dance Festival.
- √ 10 children developed mountaineering and mapping skills when they climbed Munro with Fife Outdoor Education Centre.

Extended Learning Partnership

Strengths identified:

2.3 Learning, Teaching and Assessment

- √ In all lessons learning intentions and success criteria were shared and children were able to use the language of learning, it was clear this was supporting children's understanding of what they were learning and how to be successful. (Four Part Lesson Model)
- √ Most children were engaged in learning.
- √ In most classes, learning experiences matched the needs of the children.
- √ In the majority of classes universal supports were evident and being used to support learning and engagement, for example, symbolised features.
- √ In almost all classes clear and detailed teacher explanations and instructions allowed children to transition between teaching and learning effectively.

2.4 Personalised Support

- √ In the majority of classes tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all learners.
- √ Staff have engaged in high quality professional learning with ASIST and Inclusive Practice Team to develop the use of universal supports to meet the needs of diverse learners.
- √ In the majority of classes, universal concrete supports and visual supports were being used effectively to support learners needs.
- √ In playrooms, including Outdoor Nursery, children have access to a wide range of visual supports across the nursery day to support emotional regulation and routines.
- √ The leadership team and staff engage well with partners (Enable, YMCA, Cottage Therapeutic Service, Family Wellbeing Team and Community Social Work) to develop plans and strategies to reduce levels of distress and remove barriers to learning for individual children, for example, summaries of support, child plans and proactive protocol.

1.3 Leadership of Change

- √ The majority of staff at all levels can articulate the impact of professional learning on children. (Up, Up and Away/CIRCLES). All teaching/early years staff have engaged with environment audits to develop supports at a universal level.
- √ There is evidence of the impact of staff professional learning in Conceptual Numeracy, Differentiation, Workshop for Literacy, Effective Learning and Teaching of Writing and Four Part Lesson Model.
- √ Evidence of regular review of Vision, Values and Aims with children, parents and staff.

3.1 Ensuring Wellbeing, Equality and Inclusion

- √ Evidence of effective use of Glasgow Motivation and Wellbeing Survey data to plan improvements for children's health and wellbeing.
- √ Pupil focus group feedback indicates children are confident in accessing and using supports for emotional wellbeing such as kitbag, fix it folder and worry box. Children know what to do if they are being bullied in school.
- √ Children in pupil focus group are confident staff would notice if they were sad or having a challenging time as they feel staff know them well.

3.2 Raising Attainment and Achievement

- √ There is evidence that pre-teaching approaches in numeracy are leading to positive outcomes for children with barriers to learning.
- √ Approaches to tracking and monitoring of progress include a detailed analysis and comparison with standardised assessments.
- √ Cohorts are identified through the tracking and monitoring system to be supported through a range of interventions.

Identified Next Steps:

2.3 Learning, teaching and assessment

- √ There is scope to develop opportunities for children to lead their own learning and support them to take more responsibility and develop skills in independent learning.
- √ Feedback could be further developed across the curriculum to ensure children know how to take their learning forward.
- √ Continue to develop the moderation cycle across levels to ensure children across stages have equity of experiences.

2.4 Personalised Support

- √ In line with school improvement plan, develop the use of digital technology to enhance learning and teaching and support individuals to remove barriers to learning
- √ Continue to develop the effective use of universal supports through the CIRCLES approach.
- √ Through SLT classroom visits evaluate the effectiveness of Summaries of Support.
- √ Further develop tools to capture children's voice in summaries of support/child plans.

Consultation with Stakeholders

- √ Parent Council meet twice termly and views are sought via this forum. Often the Parent Council then seeks the wider views of parents via their own social media platform and feed this back through meetings.
- √ Parents are invited to share their feedback on school improvement priorities through votes at parents night (cube voting system)
- √ Glasgow Motivation and Wellbeing Survey is carried out twice annually to gather feedback on wellbeing.
- √ Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires
- √ Pupil wise and parent wise

How is SQR, IP and PEF Plan shared with stakeholders?

- √ SQR, IP and PEF Plan is shared with stakeholders via our social media channels including school GLOW blog website and Seesaw. There is a display in school for the whole school community and this is updated regularly.
- √ HT provides a termly update at Parent Council meetings and newsletters.
- √ Parents are invited to share their views on improvement priorities at parents evening and parentwise questionnaire May 2024

PEF Evaluation/Impact

Targeted Interventions

- Raise attainment in Maths and Numeracy – Pre-teaching in Maths and Numeracy

Progress:

- √ Children were identified from P3 and four from P5 using attainment data, learner characteristics and teacher judgement.
- √ P3 group worked with PT for 30 minutes, four times a week immediately prior to the class lesson followed by group support in class.
- √ P5 group worked with PT for 30 minutes, four times a week immediately prior to the class lesson.
- √ A parent information session was offered to share the purpose and aims of pre-teaching.
- √ 50% of the parents invited engaged with the information session.

P3 Pre-teaching Group

- √ The children engaged in pupil voice session where they shared their views about the Maths and Numeracy learning.
- √ The children were assessed prior to learning and teaching of a new concept then again at a later stage once the teaching of that concept has ended.
- √ Assessment information was recorded and tracked, with key areas of learning identified and shared with both the children and class teacher.

P5 Pre-teaching Group

- √ The children engaged in a Maths Anxiety Questionnaire taken from "The Trouble with Maths" by Steven Chinn. This was carried out pre and post intervention.
- √ The children were assessed prior to learning and teaching of a new concept then again at a later stage once the teaching of that concept has ended.
- √ Assessment information was recorded and tracked, with key areas of learning identified and shared with both the children and class teacher.

Impact:

P3 Pre-teaching Group

- √ All children are displaying increased levels of engagement and confidence during class lessons as evidenced by classroom observations, teacher and pupil feedback.
- √ Almost all children scored between 70 and 80% accuracy on post assessment following block of pre-teaching input.

Concept	Pre-assessment results (average)	Post-assessment results (average)
Fractions	59%	74%
Money	59%	72%
Time	54%	90%

- √ 50% of the children in group are now on track to attain expected levels in Numeracy, having previously been off track.
- √ All children in group can talk about their progress in Maths and Numeracy and identify next steps.
- √ Average attendance for the group is 89%.

Pupil Feedback

Pupil feedback evidences increased confidence, motivation and engagement.

"I have really enjoyed working in a smaller group with Miss Hutton"
"I really like working in a quieter space"
"Everything is always ready for us when we some for the group"
"I feel more ready for my learning when I go back to class
"My concentration is better and I am getting more of my learning finished"
"I don't give up now when the learning is a bit tricky"

Teacher Feedback

Teacher feedback triangulates with assessment data and pupil feedback – the intervention has improved progress, engagement and motivation.

- √ This intervention has greatly helped the children involved and the rest of the class.
- √ They show more confidence in completing tasks independently and are happy to volunteer their answers to whole class discussions.
- √ This pre-teaching group has also helped to settle the rest of the class. They know and predict the routine, which flows very well for everyone.
- √ The presentation in jotters has improved and children are now writing and drawing more to explain their answers.
- √ At times, they enjoy modelling how they worked out the answer.
- √ They can connect their learning which has become obvious through questioning and discussions.
- √ Their resilience has improved especially when starting a new topic.

P5 Pre-teaching Group

All children have increased levels of engagement and confidence during class lessons as evidenced by classroom observations, teacher and pupil feedback.

Concept	Pre-assessment results (average)	Post-assessment results (average)
Addition and Subtraction	20%	35%
Multiplication and Division	54%	72%
Measure	38%	57%

Most children can talk about their progress in Maths and Numeracy and identify next steps.

Maths Anxiety Questionnaire Results – example children

	Pre	Post
Child A	37%	35%
Child B	60%	56%
Child C	60%	54%
Child D	65%	40%

Results from the questionnaire indicate lower levels of Maths and Numeracy anxiety.
Average attendance for the group is 86%.

Pupil Feedback
"I like knowing what I am learning before I go back to class"
"The quiet space helps me think better"
"It helps me remember what I am going to be learning in class"
"I like seeing my assessment results"
"It's helped me learn harder things"
"It's made me more confident about my learning when I go back to class"

PEF Evaluation/Impact

Targeted Interventions

- Raise attainment in Maths and Numeracy – Catch up Numeracy

Progress:

√ Catch Up Numeracy is a structured one-to-one intervention that addresses 10 key components of Numeracy
√ Children were identified from P4 using attainment data, learner characteristics and teacher judgement.
√ Children were identified from P6 using attainment data, learner characteristics and teacher judgement.
√ Children were identified from P7 using attainment data, learner characteristics and teacher judgement.
√ A rigorous set of Catch up Numeracy assessments were carried out along with establishing a baseline number age using British Number Screening Test (BNST) as recommended by Catch Up Numeracy.
√ Each child engaged in twice weekly 15 minute one-to-one sessions with a clear numerical focus resulting from the Catch Up Numeracy assessments.

Impact:

All children have made significant progress in closing the gap between their number age and chronological age

Pupil Feedback

√ "It has helped me with my counting, I have different strategies"
√ "I have loved time to work on my learning peacefully"
√ "It has been really good fun, some of the things we do I am remembering to use them to help me in class"

Targeted Interventions

- Raise attainment in Reading

Progress:

√ Pupils (from P3-P7) engaged with 3 x weekly reading sessions from Oct-June as a reading intervention using Rapid Reader Programme, ORT or Dyslexia Friendly Novels.
√ The focus of these sessions was comprehension strategies, fluency, word attack skills
√ In addition to reading a number of children engaged with toe-by-toe or word wasp alongside the reading.

Impact:

√ 17 out of 21 children showed improvements in fluency, decoding skills and comprehension as evidenced by teacher feedback and progress in reading assessments.
√ All children have shown improved engagement and motivation for reading.
√ Almost all parents agreed that their child's reading has improved as a result of the intervention.
√ All parents agreed or strongly agreed that they would like the reading support to continue in school.

School/Setting Name _____Dysart Primary School _____

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	**2021-2022**	**2022-2023**	**2023-2024**	**Inspection Evaluation** *(since August 2023)*
1.3 Leadership of change	good	good	good	
2.3 Learning, teaching and assessment	good	good	good	
3.1 Ensuring wellbeing, equity and inclusion	good	good	good	
3.2 Raising attainment and achievement	good	good	good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	**2021-2022**	**2022-2023**	**2023-2024**	**Inspection Evaluation** *(since August 2023)*
1.3 Leadership of change	good	good	good	
2.3 Learning, teaching and assessment	good	good	good	
3.1 Ensuring wellbeing, equity and inclusion	good	good	good	
3.2 Securing children's progress	good	good	good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2022-2023	**2023-2024**	
How good is our care, play and learning?	**Very good**		
How good is our setting?	**Very good**		
How good is our leadership?	**Very good**		
How good is our staff team?	**Very good**		

Headteacher __Jacqueline Thompson_____ (who completed SQR)

Education Directorate Improvement Plan: Achievement

Focused Priority 1:
- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All children will experience planned, progressive learning experiences across the broad general education. All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education. Through planned opportunities with parents/carers, knowledge of the	• Staff will engage in Fife PL Short, medium and long-term planning to establish shared expectations. • Collegiate time will be protected to support planning with the new Fife Progression Pathways. Staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. • Planned assessment and moderation activity within Digital Technology, HWB and Expressive Arts. • As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum, Reading,	Led by Jenny Hutton All staff to engage and lead own learning. All staff Dionne/Suzann and Lindsey H Ross/Debbie Linsey and Trish	**Data** Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc **People's Views** Teacher views on new system Teacher professional dialogue with SLT at FP & Attainment Meetings Feedback from moderation activity Parent/carer views on children's experiences of BGE Children's views gathered through class groups and pupil	Fife PL Planning short, medium and long term – INSET August Protected time for planning using new progression pathways – INSET August September 2024/November 2024 – Digital Technology Moderation Session 1 and 2 February INSET – HWB planning for assessments using benchmarks

broad general education will be developed and this will ensure they can support children in their learning across the curriculum	Numeracy, Technology, HWB and Expressive Arts. • All staff will use CfE benchmarks for identified areas to engage in moderation activity linked to Digital Technology, HWB and Expressive Arts. • Using new Fife PL establish what a quality body of evidence in reading is at Dysart Primary. • Develop staff understanding and confidence in the meta-skills in preparation for reporting **Forward Planning** • Attainment and Forward Planning dialogues will support assessment within identified/all curriculum areas linked to assessment evidence which informs professional judgements. • Staff will develop confidence in planning for assessment. **Tracking & Monitoring** • All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions	Claire Devine Fowler, PT Raising Attainment Jacqueline Thompson, HT Trish Palmer, PT	focus groups on the learning experiences across the curriculum **Observations** Forward planning documentation monitoring Jotter sampling – literacy/numeracy/digital technology/HWB/Art	June INSET – moderation of assessment evidence – Music/Art triangulate with pupil and parent views NOV INSET – map metaskills to our learning powers.

	for individual or cohorts of children. **Reporting** • All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. • All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. **Learning, teaching and assessment** • Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas - Digital Technology, Art, Music, HWB shared through Seesaw. **Curriculum Rationale** • Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE.	Led by Jenny Hutton and Jacqueline Thompson All staff All staff Jenny Hutton Jacqueline Thompson		Term 3 – Collegiate Sessions Digital Technology – Term 2 Art – Term 3 Music – Term 4 Term 4

Ongoing Evaluation

Education Directorate Improvement Plan: Achievement

Focused Priority 2: Establish a digital culture across all stages from Nursery to Primary 7 by improving teacher/EYO knowledge, understanding and skills in delivering high quality digital learning experiences. (Year 1 for ELC and Year 2 for P1-7)

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment	1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Children will have more opportunities to develop and use digital technology across the curriculum to enhance their learning. All teachers to effectively plan using the Fife Digital Learning and Literacy progressive pathway ensuring children have a progressive, high quality learning experience (overlap with priority 1 above)	Two leads within school will continue to engage with Fife Digital Cultures Programme. Using the staff audit – provide professional learning opportunities on collegiate calendar to continue to upskill practitioners using the strengths of our team and engaging with Gemma Sanderson for professional learning to target key areas.	Lindsey Henderson (supported by Suzann Crofts) Jacqueline Thompson All staff	Feedback from professional learning opportunities for staff Planning and Tracking Meetings Digital Literacy Moderation activity (linked to SIP 1) in Term 1 Soft Finish to share digital technology skills with parents/carers Pupil Voice will be gathered through learning, teaching	21st January 25 Cyber Resilience and Internet Safety Planning meetings Sep 24, Oct 24, Jan 25, April 25 Sept 24, Nov 24, Feb 25, May 25 February 2025

			and assessment and pupil voice groups.	
	Staff to be encouraged to access Fife Digital Literacy Glow Team Page to explore resources, supports, etc. Continue to work towards Digital Schools Award and Digital Wellbeing Award	Suzann Crofts Lindsey Henderson Jacqueline Thompson Lindsey Henderson	planning and tracking meetings ongoing evaluation of staff confidence classroom observations pupil focus groups parent feedback on their child's experiences of digital learning and literacy in school	
Develop digital technology ambassador role throughout the school and ELC providing children with leadership opportunity. This will engage and support children in their learning.		Suzann Crofts Lindsey Henderson	Gather children's views through pupil focus group	

ELCC – Year 1 Children have opportunities to use digital technology to enhance, deepen and personalise play and learning across the curriculum. Practitioners will be more knowledgeable and skilled in planning and assessing each child's progress in Digital Learning and Literacy and able to plan next steps in learning as a result children will make progress in their digital skills.	Using the staff audit – collegiate time protected to continue to upskill practitioners. Identify current practice/knowledge & understanding of practitioners and build on areas where there are gaps. Carry out a digital literacy audit and develop the learning environment to provide more digital technology learning opportunities within the playrooms. All practitioners engage with Fife ELC Digital Technology sway. Invest in high quality resources to support development of digital literacy in nursery.	Leads - Monica Lafferty EYO Outdoors, Laura Cairns EYO Under Threes	**Observations** planning and tracking meeting with nursery teacher and SLT playroom observations practitioner self-evaluation plj monitoring	September 24– EYDO September 24 October 24 Nov 24
Ongoing evaluation				

Education Directorate Improvement Plan: Health and Wellbeing/Achievement				

Focused Priority 3: Plan a progressive Health and Wellbeing Curriculum ensuring all children experience high quality, progressive learning that meets their needs.

Develop an inclusive learning environment that promotes diversity and meets the needs of all learners.

HGIOS4 Quality Indicators	**HGIOELC Quality Indicators**
1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Wellbeing, Equality and Inclusion 2.4 – Personalised Support	1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Wellbeing, Equality and Inclusion 2.4 – Personalised Support

Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**
All teachers and EYOs have a shared understanding of the health and wellbeing curriculum. This means all children will benefit from a consistent approach throughout the school and high-quality learning experiences that meet their needs. All children to be able to talk about their HWB learning and identify areas of strengths and next steps (appropriate to level)	Implementation of updated online Cool in School Programme (launched August 2024) Protected time for professional dialogue. Current high quality approaches to be mapped to: • planning for choices changes • mental, emotional and social wellbeing • RSHP	Leads - Trish Palmer, Dionne Ritchie Trish Palmer, Dionne Ritchie		Term 1 – pilot in P1/2, P4/5 and P7. Term 2 – Share with staff Term 2/3

All EYOs and teachers will effectively use the progression pathways to plan high quality learning experiences with linked resources and assessment tools and will therefore deliver progressive learning experiences. This means that all children will be appropriately challenged in their learning and their learning needs met. (linked to priority 1 above)	Implementation of Fife's New HWB Progression Pathway (released August 2024) linked to resources including RSHP,	All staff		February 2025 – protected planning time
Through health and wellbeing curriculum children learn and develop skills to maintain healthy and respectful relationships.		Jacqueline Thompson Elaine Walker, Nursery Teacher		Nursery Teacher with staff – Oct
All children will benefit from high quality universal support and a result make positive progress in their learning and development.	Establish a working group including all stakeholders to seek ongoing feedback about the effectiveness of our anti-bullying policy/approach. Using funding secured from local NISA for building racial literacy – classes Nursery-7 will be involved in choosing new classroom library	Jacqueline Thompson, Nicola Cunningham, all staff	De-escalation plans Staff feedback Pupil feedback	Nov INSET

books that promote diversity and inclusion.			Term 1, Term 2
Review all nursery resources to ensure they are diverse, inclusive and non-stereotyping.	Miranda Griffiths PSA		
Through professional dialogue all staff will regularly reflect on de-escalation plans and build staff confidence using de-escalation strategies.			
Develop the use of sensory circuits with P4/5, P5/6 and P7 – looking outwards at good practice – Kirkcaldy West Primary School	Leads - Miranda Griffiths PSA 3/ Nicola Cunningham SfL		
Develop the use of digital tools to reduce barriers to learning – looking outwards towards Auchtertool and Cardenden	Nicola Cunningham		

All ELCC All children will benefit from high quality universal support and a result make positive progress in their learning and development.	Introduce child focus planning every second week in nursery to embed the use of New nursery staff to participate in Circles/Up, Up and Away Training ASIST to provide professional learning on meeting sensory needs	Kirsty McNaughton, EYLO with 3-5 room and under threes Kirsty McNaughton, EYLO	summaries of Support playroom observations practitioner views through ongoing self-evaluation	From September September 4th delivered by Early Years February
3-5 playroom/3-5 outdoor Early language and communication milestones will be improved for 3 year old nursery children who are not meeting their milestones.	Three members of staff will engage in the CYPIC Early language and Communication Quality Improvement Project (multi-agency) Participate in Professional Learning Sessions for project. Create small test of change using the Communication High 5 strategies to improve early language and communication for a small group of children using QI methodology.	Nicola Bowman, SEYO Kirsty McNaughton, EYLO Sharon Murray, EYO	Data from QI methodology	20th August, 9am-3pm. Bitesize QI sessions will run 1. Wednesday 4th September 2. Wednesday 18th September 3. Wednesday 02nd October 4. Wednesday 30th October 5. Wednesday 13th November 6. Wednesday 27th November

Ongoing evaluation

Education Directorate Improvement Plan: Achievement

Focused Priority Under Threes Playroom :   Early Years practitioners will plan and assess children's learning using the new developmental milestones ensuring children have high quality learning experiences and make progress in thinking skills, communication and language skills, relationships and motor skills.

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
	2.3 - Learning, Teaching and Assessment
	2.2 - Curriculum
	1.3 - Leadership of Change

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Planned experiences are developmentally appropriate and tailored to meet all children's individual learning needs. EYOs use imaginative and appropriate ways to involve children in planning learning. We monitor and evaluate progress across the curriculum to improve children's learning Our approach to capturing and recording children's progress and achievements at key points in time provides reliable evidence which leads to significant	Staff will become familiar with new developmental milestones (Communication and Language Skills, Thinking Skills, Motor Skills, My Relationships) for children aged 18 months to 36 months through protected collegiate time for professional dialogue. Develop observations, daily intentional and responsive planning inline with new developmental milestones and PLJs – look outwards at good practice – Fairisle PS	Lead – Jacqueline Thompson, HT All staff – Charlene Rosocki, Laura Cairns, Pamela Bell	planning and tracking meetings practitioner self evaluation PLJ monitoring pupil voice evident in PLJ	INSET Day 2 – August New PLPs to start August for new starts New planning to start mid Sep after initial transitions/settling Monitoring and Evaluating – Jan, March, May

improvement to learning and developmental outcomes for children.				

Ongoing Evaluation

Education Directorate Improvement Plan: Achievement

Focused Priority: Plan a progressive numeracy and maths curriculum that meets the needs of all learners. Practitioners will use benchmarks and a range of evidence to measure children progress and achievement.

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
	1.3 – Leadership of Learning 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All children will experience planned, progressive learning experiences in numeracy and maths. All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress in numeracy and maths.	• Staff to engage with ELC Fife Conceptual Numeracy Resource. • EYDO, SEYO and NT will lead professional learning to support practitioners with 'gaps' in their understanding of conceptual numeracy. • EYDO and NT will model quality interactions/questioning to extend mathematical thinking within quality interaction. • NT will support practitioners to plan and assess using the	All staff SEYO Nicola Bowman NT Elaine Walker EYDO Megan Pettigrew	Learning conversations Planning PLJs Parent feedback Learning Walls – learner voice Moderation activity	Term 2 Term 2, Term 3

All staff will track children's progress in numeracy and maths and use assessment evidence to support professional judgements. Children are accessing an increased range of challenging mathematical experiences and display a high level of engagement in problem-solving tasks, which promote curiosity, enquiry and creativity. Children will be able to talk about their learning with increased mathematical language Families will have improved understanding of how to support mathematical thinking through shared learning, PEEP and home learning activities posted on Seesaw.	numeracy and maths learning pathway and benchmarks for assessment and planning of next steps. • NT and EYO's to identify a small group of children who are 'ahead' and who would benefit from focussed assessment opportunities in a play-based way with PT Jenny Hutton. • Moderate P1 Base with practitioner professional judgement at N5.	Jenny Hutton, PT Jacqueline Thompson	Staff feedback and self-evaluation.	Term 3 Term 1

Ongoing Evaluation

Pupil Equity Fund allocation for session 2024/25	£ 63,700

School Context (copied from SIP)

Current School and Nursery Roll: 179 children

Preschool Context:

Under Three Playroom = 6 children (max capacity 10) 3-5 Playroom 24 children (max capacity 24)

Dysart Outdoor Nursery 28 children (max capacity 32)

School Context:

This session the school roll is 131 children with 6 classes.

Care Experienced	7%
EAL	12%
ASN	37%

School average SIMD is 3.4 with a breakdown below.

SIMD	Percentage of Pupils
1 and 2	38%
3 and 4	44%
5 and 6	13%
6 and above	5%

Vision, Values and Aims

To support and challenge all children through high quality learning experiences ensuring achievement for all.

To be a safe, nurturing, inclusive environment that's fosters resilience and wellbeing.

To be a respectful and responsible school community that works together.

To be ready to learn, aspire to succeed in school and in life.

To inspire curiosity and adventure.

Building a Proud Community Together!

RESILIENT
I have a positive attitude to all that I do and don't give up when things are tricky.

REFLECTIVE
I talk about my learning to help me identify how I have been successful and what my next steps are.

READY
I am ready for learning and to challenge myself to do and try new things.

SAFE
I make safe choices in school, at home and in the community.

RESPONSIVE
I work together with others to share learning and ideas through listening and working together.

RESOURCEFUL
I use my imagination and creativity in my learning.

RESPECTFUL
I show kindness to others through valuing and including everyone and I help to look after our school community.

FME	38.5

Cost of the School Day

Through collaboration with local partners we ensure that all activities offered to children are free without any charge – monthly events – art class, family games night, family BBQ, disco, Active Schools Club, Ballet Club, YMCA Outdoor Play. All events such as summer fayre have free stalls so all children can engage without cost. Parent Council run a number of events such as Halloween costume swap shop, uniform swap shop. A free healthy tuck shop runs on a Tuesday and Wednesday funded by local supermarkets. Cost is never a barrier to a child attending our already heavily subsidised trips. We explore cheap ways to travel to trips to reduce the cost – e.g. free bus travel or £1 a kid on train. We have a well established connection with The Big Hoose Project and use this well to benefit our families – e.g. The Big Hoose provided new holdalls, toiletries, water bottles and towels for all children going to Ardroy.

Stakeholder engagement (in what ways have you engaged with your stakeholders – learners/parents/community etc.)	**Participatory Budgeting** (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
Pupil Equity Funding is discussed at Parent Council Meeting where staff leading on PEF interventions are invited to come along and share some the work they are doing within the school. Our Parent Council are able to express a clear view on what they feel is the most impactful PEF spend. At Parents Evening, every parent is encouraged to vote on aspect they feel should be prioritised through PEF.	No

Rationale	**Amount of Fund allocated £** 19,139

Attainment and Engagement
We have identified learners from P2-P5 who are not attaining age-related expectations in Maths and Numeracy.
We have identified learners from P2-P5 who are at risk of not attaining age-related expectations.
Attendance
Average attendance for these learners is 83% which is below our attendance stretch target of 90%
FSM
47% of the identified learners are FSM
SIMD
All learners identified are within SIM1-3

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on learners** **Ongoing evaluation Dec/June** (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to

			outcome statement. Did you achieve what you set out?)
Intervention All identified children will demonstrate increased engagement and motivation in Maths and Numeracy lessons. All identified children will show increased independence in Maths and Numeracy lessons. All identified children will show increased "Maths talk" during Maths and Numeracy lessons. All identified children will show improved scores from baseline assessments.	**Pre-Teaching** O Using assessment data (including NSAs – previous session and current session, BASE) Class teachers and PT will plan Maths and Numeracy lessons on a weekly and termly basis O Pre-topic and post-topic assessments will be carried out alongside classroom observations of the children in class lessons O Identified groups will be taught by the PT for 20-30mins, immediately prior to the class lesson 4 times each week O Pre-teaching will focus on "Maths talk" and developing conceptual strategies mirroring the class lesson O Assessment data will be shared with the children and class teachers in order to plan next steps **Catch Up Numeracy** O Twice weekly 15 minute individual sessions O Baseline "number age" will be established using the British Number Screening Test (BNST) as advised by Catch Up Numeracy O Baseline assessment carried out to determine starting point for learners using Catch Up Numeracy assessments. O Will address 10 key components of Numeracy; *Counting verbally, Counting objects, Reading and Writing, Place Value, Estimation, Word Problems, Translations, Remembered Facts, Derived Facts, Ordinal Numbers*	O Classroom observations carried out before and after the intervention O Maths anxiety questionnaire, considering factors causing anxiety, carried out before and after the intervention O Mindset in Maths pupil questionnaires carried out before and after the intervention O Feedback from the children through focus group discussion carried out before, throughout and after the intervention O Pre and Post topic assessment data O Professional dialogue regarding progress of individual learners O Parent information sessions at the start of term 1 followed with parent feedback questionnaires at the end of session	

Rationale		Amount of Fund allocated £ as above	
YM InSync and the Promise Mentoring - Attendance and Engagement **YM Active Kids - Poverty**			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on learners** **Ongoing evaluation Dec/June** (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
Intervention All identified children will demonstrate increased engagement in learning in school. All identified children will show increased attendance and punctuality in school. All identified children will show increased scores in Health and Wellbeing surveys. YMCA InSync Mentoring YMCA The Promise Mentoring YMCA Active Kids Holiday programme	**YMCA InSync Mentoring** O Detailed monitoring of attendance and punctuality in school Children identified in collaboration with Jenny Hutton (PT) and Steven Blair, YM Mentoring co-ordinator O Detailed monitoring of attendance and punctuality in school pre, throughout and post mentoring O Detailed monitoring of attendance and punctuality in school O A suitable mentor is identified to work one to one with each child on a weekly basis for 3-6 months in school and during the holidays O Each child will be given the opportunity to work towards a Dynamic Youth award with their mentor **YMCA The Promise Mentoring** O As above **YMCA Active Kids Holiday programme** O Referrals to Active Kids to be made by Jenny Hutton (PT) through school staff, social work and parents	O Detailed monitoring of attendance and punctuality in school O Monitoring of attendance at mentoring sessions O Feedback from the child O Feedback from the mentor O Feedback from parents/carers O Feedback from class teacher OWeekly dialogue between PT and mentor in school OFeedback and dialogue between PT and YM co-ordinator regarding success of Active Kids over the holiday periods for the identified children	

Rationale		Amount of Fund allocated £ 10,818	

We have identified a cohort of children who are not meeting age related expectation in reading.
These children are not reading for enjoyment at home and do not share books and stories with their parents.
There is a lack of access to books at home and they do not visit the local library.
Some boys are not engaging well with reading books in school as well as Dyslexic learners' who require High Interest/Low Reading Age materials.

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
This intervention will support a cohort of children who are not meeting age related expectations from Primary 5 to Primary 7. Most children will show improved levels of engagement and attainment, particularly those readers who are affected by poverty, lack of access to books and those with additional support needs. Identified children will demonstrate improved confidence and strategies for reading as well as their fluency. Data will show increased Reading and Comprehension ages in accordance with Salford Reading Assessments.	A timetable of reading interventions by Support for Learning Teacher, Nicola Cunningham. Baseline assessments conducted and reviewed throughout the session. A range of reading materials used including Rapid Reader and Barrington Stoke Dyslexia Friendly novels to ensure appropriate challenge but also interest and engagement. Identifying learner needs/progress on termly basis.	Salford Reading Assessments to by conducted in August and repeatedly termly to measure progress. Rapid Reader Assessments to be conducted where appropriate. NSA data for Primary 7 children. Classroom observations and professional dialogue with colleagues regarding progress of individual learners. Feedback from children on how they feel they are progressing. Feedback from parents on attainment and engagement.	

Feedback from children will show levels of enjoyment in reading will go up by consulting them on what they would like to read/current interests			

Rationale	Amount of Fund allocated £ 10,818

We have identified a cohort of children who are not meeting age related expectation in reading.
These children are not reading for enjoyment at home and do not share books and stories with their parents.
There is a lack of access to books at home and they do not visit the local library.
Some boys are not engaging well with reading books in school as well as Dyslexic learners' who require High Interest/Low Reading Age materials.

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)

This intervention will support 14 children who are not meeting age related expectations from Primary 5 to Primary 7. Most children will show improved levels of engagement and attainment, particularly those readers who are affected by poverty, lack of access to books and those with additional support needs. Identified children will demonstrate improved confidence and strategies for reading as well as their fluency. Data will show increased Reading and Comprehension ages in accordance with Salford Reading Assessments. Feedback from children will show levels of enjoyment in reading will go up by consulting them on what they would like to read/current interests	A timetable of reading interventions by Support for Learning Teacher, Nicola Cunningham. Baseline assessments conducted and reviewed throughout the session. A range of reading materials used including Rapid Reader and Barrington Stoke Dyslexia Friendly novels to ensure appropriate challenge but also interest and engagement. Identifying learner needs/progress on termly basis.	Salford Reading Assessments to by conducted in August and repeatedly termly to measure progress. Rapid Reader Assessments to be conducted where appropriate. NSA data for Primary 7 children. Classroom observations and professional dialogue with colleagues regarding progress of individual learners. Feedback from children on how they feel they are progressing. Feedback from parents on attainment and engagement.	