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| ***Leuchars Primary School & ELC***  **Standards and Quality Report 2023-2024**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)**   * Can also include number of classes * Can also include ELC setting times * May include specific cohorts relevant to your context eg Care experiences, EAL etc | Total roll N-P7: 269  Nursery school roll: Total   * Under 3s : 10 * N4 : 18 * N5 : 28   Primary 1 to Primary 7 roll: 213 in 8 classes  Care Experienced: 15  EAL: 32 | | | | | **FME** | 25% | | | | | **SIMD Profile for establishment** | 4.3 | | | | | **Attendance (%) 94.05** | **Authorised** | **4.58%** | **Unauthorised** | **1.35%** | | **Exclusion (%)** | 0.01 | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £37 467 | | | | | **Cost of the school day statement** | At Leuchars Primary School we recognise the need to reduce the Cost of the School Day for all our children, and particularly for our children who are already experiencing poverty. We try to keep costs as low as possible when thinking about the following areas of school life: uniform, learning, friendship and community, clubs and home learning. Some of the steps we have taken to reduce the cost of the school day:  Uniform: We promote the school clothing grant through our website, school emails, school website and at the P1 Information Session. We share promotions run by our school uniform provider (e.g. 20% off) and promote uniform recycling.  Travel: To support any costs connected to school excursions we try to use the Under 22s Free travel Cards.  Eating: All children in Primary 1-5 have access to free school meals. Free school meal grants are promoted to all families. The grant also enables access to free school milk. Fruit is available for children who do not have a snack, for whatever reason. Active Schools also provide an ActivEat session on a Monday to help promote healthy choices.  Remote Learning: Digital Devices are provided for children who do not have access to them at home. Children requiring a device are identified through an annual digital access survey.  School Trips: These are always planned with the minimum contribution expected from families, our Primary 7 trip to Ardroy is subsidised wherever possible for families who are unable to fund this themselves through grant applications. | | | |   Leuchars Primary School and Nursery serves the village of Leuchars, the MOD housing associated with Leuchars Station, a British Army base and the surrounding rural area. 15% of our Nursery roll and 35% of our school roll are comprised of service families. The high population of service families means that the school roll is transient. Children of service families often require additional support due to separation and mobility. Between November 2023 and June 2024, 35 Afghan children were enrolled in the school when their families were resettled into MOD houses. This number is due to increase over a period of time. Staff are also mindful of supporting the static population who experience frequent changes in peer group due to mobilisation and deployment of service personnel. MOD families need support due to regular deployment of a parent/carer. The school catchment sits within SIMD deciles 5 -10, however, due to the high percentage of MOD housing, the rating is not viewed as being an accurate reflection of relative deprivation. There are currently 15 care experienced children on the school roll.  Leuchars Primary School is situated in close proximity to Tentsmuir National Nature Reserve, Earlshall Castle and the historical town of St. Andrews. Six miles north of Leuchars lies the city of Dundee which has been recognised by the United Nations as a City of Design and home to the Dundee V&A, Scotland’s first design museum. The nursery make good use of the local environment and woods.  From August 2023 the school received additional support from the local authority. This consisted of the Learning with Care Team visiting weekly, working with support staff and teachers on inclusion and nurture; Supporting Learners Service (ASIST) provided guidance on meeting learners’ needs, terms 1 & 2; a supporting headteacher worked with SLT one day per week on strategic developments; twice weekly collaborative teaching support from cluster Raising Attainment Principal Teacher with a focus on literacy. Data noted below in priority 1 indicates the impact of the PT’s input:  In term 4 the Supporting Learners Service (EAL) provided daily curricular support through a teacher or support member of staff for the ever-increasing number of Afghan children.  Due to the high level of support in the school, it was agreed with the Education Manager that an Intensive Support Plan would supersede the 2023-24 school improvement priorities. It was essential that all parties supporting the school were clear on the actions required to achieve the relevant outcomes. A copy of the Intensive Action Plan and Extension to this IAP will be sent with this document. Progress and impact are recorded on these plans.  When relevant, a few of the identified priorities from SIP 2023-24 were actioned and progress has been noted below.  Across this session, 3 headteachers have been in post so this report reflects evidence from a range of sources including an Extended Learning Partnership and feedback from all supporting colleagues.  Leuchars Primary School’s Vision Values and Aims were updated in 2022 with an overarching vision to “Be the Best you can Be”. This is underpinned by our values of:   * Kindness * Tolerance * Responsibility * Ambition * Honesty * Teamwork   With the aims to:   * Educate our children and prepare them for the future * Provide a safe, welcoming and nurturing environment * Develop respect and empathy * Meet the needs of every child * Develop strong links with the local community. |

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| **Improvement Priority Session 2023 – 2024** | | | | | | | |
| **Priority 1 – To raise attainment in Literacy and Numeracy** | | | | | | | |
| NIF Priority  Improvement in attainment in literacy and numeracy through ensuring rigour in planning, lesson delivery and feedback/assessment  NIF Driver | | | HGIOS 4 Quality Indicators   |  | | --- | | 1.4: Self-evaluation for self-improvement  1.5: Leadership of learning  2.4: Curriculum  2.5: Learning, teaching and assessment |   3.2: Raising attainment and achievement  HGIOELC Quality Indicators | | | | |
| Has this priority been: | Fully  Achieved |  | | Partially  achieved | x | Continued into next session |  |
| **Progress & Impact**   * Attainment in numeracy rises to at least 75% in P1, P4, P7 * Attainment in literacy rises to at least 80% in P1, P4, P7   The school has been supported by the cluster PT through a collegiate session with refreshing their writing policy to incorporate Fife’s Core approach of Workshop for Literacy, QI Writing and Creating Written Texts. The school are now at the early stages of implementing the new policies and early indications suggest an improvement in outcomes for learners.  The creation of a Glow page to share resources and good practice as a ‘one stop shop’ for literacy has resulted in staff reporting feeling more confident in the teaching of literacy using high quality resources, which is positively impacting on the learning for the children.  74% of pupils in P3 (an increase of 18% or 9 pupils) will achieve 1st level in writing initial engagement by May 2024. March ’24, 8/9 now on track, 9/9 predicted for May ‘24.  83% of pupils in P7 (an increase of 18% or 5 pupils) will achieve 2nd level in writing by May 24. Baseline 65%. March ’24, 4/5 children now on track. 5/5 predicted for May ‘24  From pupil voice data: 88% of children in the targeted classes now say they ‘feel successful’ in writing, compared with a 51% baseline.  92% of pupils now feel they know what is expected of them in writing (what their Success Criteria is), compared with a 43% baseline.   * Attendance rises from the current 93% to 95%   SLT are supporting 5 parent/carers to improve attendance of their children, Approved reduced attendance plans are in place and reviewed regularly.   * All teachers will have access to meaningful and reliable assessment data which will be used to inform future planning.   The school’s Principal Teacher has devised a robust tracking system which effectively supports the identification of pupils who are off track. The school now has clear information of levels achieved, current progress and predicted achievement. This supports the newly established, termly discussions between teachers and SLT about progress and the pace of children’s learning across the school and consultations between teachers and SfL teacher about appropriate support to meet learners’ needs and raise attainment.   * All teachers will have collected evidence through assessments and samples of work which will aid both planning and moderation activities. * All children across the school are well supported within Literacy and Numeracy by learning activities which are suitably differentiated to meet their needs * All children receive appropriate support to support their individual needs as well as considering the needs of the whole class. * All children have access to sensory equipment/spaces with support from graduates/postgraduates from University of Dundee | | | | | | | |
| **Next Steps:**   * Cluster PT will continue to work with identified classes and pupils to further develop capacity in the learning and teaching of writing and increase pupil attainment. * Through the authority wide launch of the Progress Tool for reporting on pupil attainment, data will be robust and evidence gathered will be moderated. | | | | | | | |

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| **Priority 2** To establish sustainable approaches and structures for supporting the mental wellbeing of our staff, pupils and families, and thereby improve inclusion, engagement in learning and consequently pupils’ potential for attainment. | | | | | | | |
| NIF Priority  Improvement in health and wellbeing for the whole school community  NIF Driver | | | | HGIOS 4 Quality Indicators  1.3.1: Developing a shared vision, values and aims relevant to the school and its community  2.3.1 Learning and engagement  2.4.3 Removal of potential barriers to learning  3.1.1 Wellbeing  3.1.3 Inclusion and equality  HGIOELC Quality Indicators | | | |
| Has this priority been: | Fully  Achieved |  | Partially  achieved | |  | Continued into next session | **x** |
| * All children and staff will be more resilient and more able to cope with setbacks in their school and home life * All children and adults will be less anxious in all areas of the school * All children will be more emotionally literate, and able to communicate their needs and feelings in healthy ways * The school will be a calmer and more inclusive environment, in which children and adults feel safe and able to participate in their teaching and learning * All staff will have a range of strategies for supporting children who are anxious or distressed * Increased pupil engagement in teaching and learning will lead to raised attainment across the curriculum | | | | | | | |
| **Progress & Impact:**  This priority remains an area for development, the progress was limited during the session and the Intensive Support Plan implemented in school took precedence. | | | | | | | |
| **Next Steps:**  This priority is a key part of next year’s School Improvement Planning around relationships and behaviour. | | | | | | | |

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| **Attainment of Children and Young People (Primary)**  The data recorded below indicates levels achieved excluding EAL - 32 Afghan children recently arrived with no English. | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | **P1** | **82%** | **82%** | **82%** | **77%** | | **P4** | **84%** | **71%** | **90%** | **68%** | | **P7** | **58%** | **61%** | **80%** | **52%** |  |  |  |  | | --- | --- | --- | | **Overall Attainment for 2023 - 2024** | | | |  | **Literacy** | **Numeracy** | | **P1** | **82%** | **77%** | | **P4** | **82%** | **82%** | | **P7** | **66%** | **80%** |  |  |  |  |  | | --- | --- | --- | --- | | **Literacy** | | **Numeracy** | | | **Stretch Target** | **Actual** | **Stretch Target** | **Actual** | | **85%** | **76%** | **76%** | **79%** |   **Evaluative statement of attainment over time.**  Overall, attainment in Numeracy and Maths, and Literacy is satisfactory. We are working towards our literacy stretch targets at P1, P4, and P7. We have exceeded our numeracy stretch target at P1, P4 and P7. Our attainment data is supported by the results of the National Standardised Assessments carried out at P4 and P7, and BASE assessments at P1.  Across Early, First and Second Levels, the majority of children, (excluding EAL children) achieve national expected levels of attainment in numeracy and maths, and literacy. | |
| **Evidence of significant wider achievements** |
| There has been a range of wider achievement opportunities across Leuchars PS and Nursery this session. These opportunities have developed a range of skills linked to the 4 capacities: Effective Contributors, Successful Learners, Responsible Citizens, and Confident Individuals. These have also been linked to our school values and our work on children’s rights. Most children are at the early stages in being able to identify and discuss the skills that they are learning and applying these in a range of contexts.  Our achievements have been shared throughout the session through weekly school SWAYs, on Seesaw (for nursery & infant classes), and celebrated at our weekly celebration assembly.  P5 and P6 children have been confident individuals supporting nursery and P1 with transition and reading with their buddies. Junior Leaders and mall groups of children have led , sports, play, drama, dance and social games clubs over lunchtimes.  House captains and vice-captains support many activities across the school year e.g. sports’ day, charity events.  Play opportunities were further developed this year by Junior Leaders. All P1-3 children were involved in sharing their ideas for our new garden area and created a range of resources with support of parent volunteers for gardening and loose parts play. The children have been developing social, creative, and communication skills through developing and playing in the new playground/garden area.  An application was made to the Council for permission for new planters and we will soon be able to grow our wheat and vegetables within our own playground garden, as we successfully secured permission. In the meantime, small groups of children have been developing their awareness of the biodiversity in our school grounds by nurturing and taking responsibility for keeping all existing planting areas tidy and clear for plants to grow.  Nursery have also created a plan for a new growing area within their playground. Parents/carers have been consulted and it is hoped to further develop their involvement through Stay and Play sessions.  Through the whole school Christmas show the children have shown themselves to be confident individuals, taking performing on stage to a large audience and applying drama, music, and dance skills in the performance. Leuchars PS choir performed at “Light Up Leuchars” event.  As Responsible Citizens we are learning about the United Nations Convention on the Rights of the Child in assemblies and plan to embed within our school and share more widely within our community. |

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| **Feedback from External Scrutiny** |
| **Extended Learning Partnership. Strengths and Areas for Improvement – 31st January 2024** |
| **Strengths**  **QI 2.3 Learning, Teaching & Assessment: Engagement of Learners, High Quality Teaching, Use of Assessment**  In Nursery observation all children were engaged in learning, which was not disrupted by the presence of unfamiliar adults in the room. There is good practice in room-based communications between staff.  A robust system, quality assured with a partner school, has been introduced for tracking and monitoring of the school’s practice in working to improve experiences and attainment for all learners. When fully applied this system aims to help the school to be effective in taking into account the context of transient families who join the school.  Quality Improvement practice in writing is delivering positive impacts for individual children in Primary 7 in terms of their ability to talk about their progress in writing. Focus children in Primary 3 and Primary 5  are experiencing additional, targeted supports which are ensuring that they are now each on track to attain their stretch targets. For most of these children this is closing the gap and for a few it’s narrowing the gap.  All children in the First and Second level focus groups were able to talk about key features of effective  writing and were able to talk about VCOP approaches, showing growing confidence in tools for writing.  In the majority of classroom observations children were seen to be experiencing structured learning  experiences with a planned learning focus. During the visit there was a mixed picture of pupil engagement but progress was noted. In the majority of classroom visits almost all children were engaged in learning for almost all of the time.  **QI 2.4 Personalised Support – Universal Support / Summary of Supports**  Children from Afghan families in P4-7 are well-engaged and supported by a strong, visual cues, positive interactions with school staff (and many children) and effective use of Read, Write, Inc. Staff are reflective about cultural needs and the approaches they use to support the children and families.  **QI 3.1 Equality, Wellbeing and Inclusion**  The school is working with a wide range of agencies to build effective practice in supporting children and families. This partnership working is delivering positive impacts; services feel welcomed, and they can see progress being made. PSAs commented that these services are helping them to be skilled and confident in their approaches.  There has been a very collaborative and thorough process in improving practice in Proactive Management Plans and considerable progress was noted in developing Summaries of Support across the whole school. Over the past year the school has grown its use of effective planned interventions and individualised programmes and approaches for children.  Targeted supports are in place to support children’s wellbeing. PSAs in the focus group expressed how much they value weekly meetings and support from their colleague class teachers and office staff as well as strategies which have been brought into the school from partner leads. They feel they know their children very well, are clear on universal strategies and the extended range of targeted strategies they can deploy which will help. They continue to be committed to ongoing professional learning.  A whole school approach has been agreed and is being implemented to promote positive behaviours and self-regulation (lanyards, scripting, shared language).  All staff within nursery are able to explain how they are working to reduce the barriers to learning for the children they work with, and are discussing approaches to this between Home and School.  Application of the ‘Bingo Ball’ technique is helping to build deeper understanding of how children feel about their school. There is a sound basis to continue to this and to broaden the extent to which children’s views can be taken account of in planning for improvements and aspects of decision making.  **Areas for Improvement**  **QI 2.3 Learning, Teaching & Assessment: Engagement of Learners, High Quality Teaching, Use of Assessment**  Continue work already underway to support and build consistency in teachers’ practice and confidence within the use of planning approaches. Build use of Records of Understanding to support teachers’ professional judgements in assessing and planning. Monitor effectiveness and suitability of planning practices.  Continue to build consistency of good practice in: a) Imbedding behaviour Management Strategies b) Use of Feedback c) Classroom practice in meeting children’s needs (e.g. differentiation, challenge in learning)  Carry out an audit of digital literacy resources across the school and ensure practical measures are put in place to so that IT resources within the school are accessible and available to use.  Continue to develop depth of practice in promoting literacy and numeracy principles with nursery children who are older/more able.  **QI 2.4 Personalised Support – Universal Support / Summary of Supports**  Consider transition practices for settling children into school out-with P1 entry in August and in the course of the school year.  Explore ways to join up/synchronise processes of recording and tracking information to ensure information reaches staff members who will use it to plan for meeting children’s needs. (e.g. when a new child joins the school).  Continue to build the capacity and confidence of staff within the school to support individual children, imbedding the principles of Trauma Informed Practice as a whole school approach to wellbeing practice.  Senior EYOs and SLT to define expected and agreed collaborative practices and procedures of Nursery leadership. (e.g. frequency of meetings, agenda setting practices, associating practice).  **QI 3.1 Equality, Wellbeing and Inclusion**  Review the supports for children from Afghan families in P1-3. Continue to develop environments and range of resources which reflect and support the cultural diversity of the children and families of the school’s community.  Staff and lead pupils to review and agree universal approaches and resources used to support wellbeing through a) Building Resilience – 3 year rolling programme and b) use of Fix It Folders and c) Restorative Approaches/Self-Regulation.  Reflect upon practices in place to support staff wellbeing across team members; to include staff development sessions, staff meetings, peer supports and PRD and PU practices. |
| **Education Scotland - Strengths and Areas for Improvement** |
| *N/A* |
| **Care Inspectorate Report: 13/01/23: All grades were “Very Good”**  **Strengths:**   * Children were confident and independent. • They were engaged and having fun, taking part in various activities both indoors and outdoors. • Staff effectively shared information and strategies for children to ensure consistent approaches, which meant that children were very well supported. • The staff team was passionate and enthusiastic about providing high quality early learning and childcare. • There was a strong reflective staff team who were flexible in supporting each other to ensure children's needs were met. • The service should ensure that families and children are regularly involved in evaluating the quality of the service.   **Next Steps:**   * Senior EYOs have regular individual review meetings with staff to give them the opportunity to discuss their own training and development needs. This will further support staff to build on their confidence to take on leadership roles * To introduce an auditing system to ensure that medication policies and procedures are consistently adhered to and monitored. * To further improve the induction process for new staff |
| **Consultation with Stakeholders** |
| As part of our approaches to self-evaluation, we try to engage stakeholders (children, families, and staff) in a range of ways so that we have robust data that informs our improvement priorities. This year, this has included:   * Weekly SWAY shares information, wider achievements and each class shares their Learning once a term and parents/cares may respond. Parents/carers respond positively to this communication. * a parent focus group was part of our Extended Learning Partnership visit * children’s ongoing feedback is collected through assembly groups (Bingo Balls) and class discussions. * Pupil-wise, Parent-wise and Staff - surveys * informal discussions between previous headteacher and the 3 members of the Parent Council. |
| **How is SQR, IP and PEF Plan shared with stakeholders?** |
| In September our school and nursery Improvement Plans and our Standards and Quality Report are shared with all families through our normal communication channels, e.g. emailed via Groupcall, shared on Seesaw (nursery & infant classes) and posted on our website.  We have improvement planning floorbooks within nursery which are updated throughout the year with evidence, children, staff, and families’ evaluations and identified next steps. Regular updates about learning are also shared on SWAY by all classes; Nursery -P4 on Seesaw. |
| **PEF Evaluation/Impact** |
| **Targeted Interventions**   * Extending the hours of our SfL teacher * PT additionality with focus on developing new tracking system, ensuring consistent levelling of children (TRAMS) as well as improving communications between school and home (weekly SWAY linked to school values) * Additional PSA hours focussing on supporting specific children |
| Progress & Impact:   * Significant progress has been made on establishing a record-keeping system for children with additional support needs/vulnerable groups. There is a clear monitoring overview, nursery to P7, shared with SLT and teachers outlining a child’s needs, review dates, professionals involved and referrals. Most children requiring Child’s Plans, PAMPs and Summary of Supports now have one completed. Chronologies are now in place to record significant incidents. This provides a co-ordinated plan, involving a range of professionals, to ensure all children’s needs are being effectively met.   The SfL teacher is collaborating with a colleague from another Fife school to establish a programme of training for all PSAs.   * The Principal Teacher has created a robust system, quality assured with a partner school, of the school’s practice in working to improve experiences and attainment for all learners. A Fife framework for planning was adapted by the PT to suit the needs of the school and to ensure all teachers had a consistent approach to planning. The PT has also established termly tracking and monitoring consultations with all teachers to discuss attainment and identify those needing support or challenge. The PT participates in weekly meetings with SfL teacher and PSAs to monitor how well children’s needs are being met. As a result, senior leaders identify promptly children requiring further support to overcome barriers to learning.   The weekly SWAYs are co-ordinated by the PT. As well as sharing school information these share the learning and celebrate success with home.   * In August 2023 there were 12 children significantly disengaged from learning from a range of classes. The additional PSA hours has allowed staff to create the “Together room” and “Sunshine room” to focus approaches of small group sessions to re-engage within a calm, supportive learning environment. As of June 2024, almost all the initial 12 children have re-engaged most of the time with their mainstream class. |

**School/Setting Name Leuchars PS & ELC**

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

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

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2021- 2022** | **2022-2023** | **2023-2024** |
| **Quality of care and support** |  | **Very Good** |  |
| **Quality of environment** |  | **Very Good** |  |
| **Quality of staffing** |  | **Very Good** |  |
| **Quality of leadership and management** |  | **Very Good** |  |

**Headteacher**

Gemma Friel

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| **Rationale**  Improve wellbeing and resilience for pupils across Primary 4-7 | | | **Amount of Fund allocated (if appropriate) £** 6,000 | |
| We have identified a small number of pupils across the school who require support to build resilience, and in turn increase their wellbeing, to access and benefit from their classroom environment. | | | | |
| **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?) |
| Building resilience amongst a targeted group of children to develop strategies to access their classroom and increase attainment. This is aligned with our School Improvement Priority 1: To develop an effective and consistent approach to relationships across the whole school community which will promote positive interactions and behaviours.  Through designated and planned support throughout the day, identified children will be able to recall and utilise strategies to deal with emotionally overwhelming events and remain in their classroom.  Identified pupils will be more able to access mainstream curriculum and be surrounded by their peers.  Identified pupils, their peers and staff will all benefit from this intervention. Calmer classroom environments will lead to increased attainment and attendance across Primaries 4-7. This intervention aims to have an impact on attainment of individual pupils evidenced through attainment data. | Targeted children will be supported by a designated PSA. Activities will be aimed at developing strategies to approach adversity and stressful events which occur in the classroom and wider school setting. Over time, these strategies should become inherent and natural to coping with this type of events resulting in pupils being better equipped to successfully navigate difficult scenarios independently. | Wellbeing survey conducted at key points throughout the year to monitor impact of interventions on pupils’ perception of SHANARRI.  Volume and frequency of HS1 forms completed for each identified child to monitor if a reduction is seen.  Communication with parents/carers reviewed for frequency.  Updates to Proactive Management Plans to ascertain if approaches/measures can be reduced. | |  |