



**Newport Primary School**  
**Standards and Quality Report**  
**Achieving Excellence and Equity**  
**Session 2021-2022**

**Context**

<b>Setting/School Roll (including ELC)</b>	199			
<b>FME</b>	5%			
<b>Attendance (%)</b> 92.86%	<b>Authorised</b>	5.95%	<b>Unauthorised</b>	1.19%
<b>Exclusion (%)</b>	0%			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£25 920			

Our School Vision: "Work together, learn together and be the best that we can be "

Our ELC Vision: "Play together, learn together and be the best that we can be "

Our School and ELC Values:

- We include all families and strive for an environment that welcomes everyone.
- We believe in school we demonstrate fairness, mutual respect and tolerance.
- We are working towards a shared partnership with all who have an interest in the school.

The following are the 5 core values that we all want to strive to carry out on a daily basis:

- Polite
- Responsible
- Kind
- Honest
- Respectful

Our School and ELC Aims:

- Provide each child with a wide range of suitably challenging opportunities.
- Work in close partnership with parents, carers, outside agencies and the local community.
- Provide a safe, stimulating, welcoming and well-resourced environment.
- Ensure all staff are given opportunities to develop professionally.
- Respect and listen to the voices of all.

**Improvement for Recovery Priority Work  
Session 2021 – 2022**

**Focused Priority:** Planning, progression and assessment within Literacy.  
Closing the gaps within Literacy for our children.

<p><u>NIF Priority</u> To Improve attainment for all particularly in Literacy</p> <p><u>NIF Driver</u> Teacher Professionalism Assessment of children’s progress</p>	<p><u>HGIOS 4 Quality Indicators</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising Attainment and Achievement</p>
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**Progress:**

- The Working Party audited our Listening and Talking resources and purchased new resources to support with the learning and teaching of Listening and Talking.
- A few members of the Working Party trialled these resources and shared them with teaching staff.
- All teaching staff undertook professional learning on Listening and Talking.
- All teaching staff undertook professional learning and discussions around Literacy: What is needed? What is going well?
- In February 2022 we revised our Literacy Priority to have more of a focus on progression within Literacy, assessment and closing the gaps within cohorts.
- All teaching staff trialled Literacy progression planners.
- The Working Party created a Writing Expectation for the whole school to share our common approach including assessment.
- The Working Party created a Literacy Assessment Overview with clear expectations.
- The Working Party began to create a Writing Overview for Functional and Imaginative/Personal writing across the whole school.
- The Working Party shared with teaching staff their work, changes were made and these will be implemented in Session 2022-2023.
- Throughout the session children were identified for targeted support/interventions to close gaps in reading and writing. PSAs, Support for Learning Teacher, additionality teacher and HT lead these interventions.
- All children have had the opportunity to write in a variety of genres at their level.
- All teaching staff trialled using One Note to record moderation of writing.

**Impact:**

- Almost all teaching staff used the Literacy Progression Planners and this supported teaching staff to deliver progressive and differentiated learning and teaching.
- All of our children have learned about a variety of genres within the Level they are working at. This was evident in their jotters and Forward Plans.
- The Overviews which have been created will ensure consistency within our whole school to our approaches to learning, teaching and assessment. This will be evaluated and reviewed further next session for impact.
- Targeted interventions: see PEF and Additionality section for impact.

**Next Steps:**

- Assessment and moderation calendar to be updated and reflect our assessment arrangements for Literacy.
- Shared understanding of pedagogy and assessment to ensure consistent approach across our school which will lead to an increase in attainment.
- Most children will be able to talk about their learning within Writing and be able to identify their next steps and how they are going to get there.
- Focus on the quality of feedback given during Writing lessons and the opportunity for our children to up-level their writing.

**Improvement for Recovery Priority Work  
Session 2021 – 2022**

**Focused Priority:** Review and amend curriculum pathway in place for L2 for nursery – P7.  
Create a universal curriculum pathway for L3 for P5-P7 children.

<p><u>NIF Priority</u> Improvement in attainment, particularly in Literacy and</p>	<p><u>HGIOS 4 Quality Indicators</u> 2.2 Curriculum</p>
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<p>Numeracy  <u>NIF Driver</u>  Teacher Professionalism  School Leadership</p>	<p>2.3 Learning, teaching and assessment  3.2 Raising Attainment and Achievement  <u>HGIOELC Quality Indicators</u>  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing children’s progress</p>
<p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>All teaching staff completed a questionnaire to review current practice and feelings towards delivering 1+2. Survey analysed and results shared and discussed with all staff.</li> <li>Ideas were provided to be shared with children during the weekly Together Time to help raise the profile of L2.</li> <li>L2 visuals have been created and displayed around the school.</li> <li>We organised and planned a L2 week in Term 3. This coincided with Languages Week Scotland. Resources and ideas were shared with all teaching staff.</li> <li>All classes participated in different learning activities throughout the week to further raise the profile of L2.</li> <li>All teaching staff worked in groups during the February Inset Day and explored the PL Platform, discussed the progression within Early, First and Second and how languages were currently being taught. Second Level group explored the L3 Spanish resources.</li> <li>All teaching staff completed a questionnaire to show impact and measure current confidence in teaching languages.</li> <li>All teaching staff participated in professional learning/discussion around the Progression Pathway provided by Fife Council</li> </ul>	
<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>The majority of teaching staff feel confident in the Learning, Teaching and Assessment of L2 (French). This ensures that the majority of our children experience relevant and coherent learning in French.</li> <li>Almost all teaching staff reported that Fife Council Progression Pathway would support with planning and assessment of 1+2, alongside the use of PL Platform for next session. This will ensure consistency and progress for all of our children within in French.</li> </ul>	
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Establish peer supporter pairs and begin a working relationship between classes.</li> <li>All Teaching staff to use the Progression Pathways, Assessment guidance and Learning and Teaching resources (PL Platform) to ensure progression for all children.</li> <li>Create a Newport PS Context Progression to compliment Fife Council’s Progression Planners.</li> <li>Survey children to seek views on the teaching and learning of French.</li> <li>Introduce L3 from P5-P7.</li> <li>Further promotion of French language in our nursery setting is required next session. Termly intentional promotion vocabulary and phrases have been planned for.</li> </ul>	
<p><b>Improvement for Recovery Priority Work</b>  <b>Session 2021 – 2022</b></p> <p><b>Focused Priority:</b> Develop a shared understanding of what a digital culture means at Newport PS in order for it to be agreed and undertaken by all staff to ensure all children experience rich learning.</p>	
<p><u>NIF Priority</u>   <u>NIF Driver</u>  Teacher Professionalism  School Leadership</p>	<p><u>HGIOS 4 Quality Indicators</u>  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.1 Ensuring Wellbeing, Equality and Inclusion  3.3 Increasing Creativity and Employability  <u>HGIOELC Quality Indicators</u>  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.1 Ensuring Wellbeing, Equality and Inclusion  3.3 Developing Creativity and Skills for Life and Learning</p>

**Progress:**

- Audits of all staff digital knowledge, skills and confidence was undertaken at the beginning of session. This enabled priority leads to focus curriculum development on identified needs.
- The Principal Teacher (PT) and a Class Teacher (CT) attended Fife's Digital Cultures Leadership Program led by Pedagogy Team. These sessions were a refreshing reminder of strengths already identified at Newport. Signposting to further professional reading material, audit documents and opportunities for professional dialogue were particularly useful.
- Teaching staff curriculum development session was planned and delivered by PT and CT based around iPad software, Smart Screens and using iPads for teaching.
- Pupil Support Assistants/School Support Assistant professional development session was planned and delivered by PT. Focus was on iPad software that could be used to engage lower achieving children in their learning e.g. use of Chatterpix, PicCollage, Tayusami Sketches School, Pages, iMovie.
- P6 Digital Committee have undertaken a range of leadership roles this session including planning and promoting Safer Internet Day for the whole school and a weekly check for digital faults throughout the school. This has ensured a clearer overview of devices which are not accessible.
- MS Teams has continued to be used by each class to share learning, share achievements from home and provide another forum for discussion/communication between families and school.
- An audit of how technology in classrooms is used was undertaken in February 2022. This audit also tracked the amount of time learners spend using technology to support learning within a day and across an identified week.
- An audit of use of digital technology within areas of core provision was undertaken this session. One EYP has a lead role in developing digital technology and ensuring technology is used throughout the play provision.
- An agreed pathway/format for reporting faults has been established and shared with all school staff.
- PT has attended a number of digital training sessions offered through the pedagogy team. Information gained within these sessions has been cascaded to all teaching staff in a simplified way.
- CT and PT created a space within staff Glow Team for digital moderation. One Note used to allow for remote moderation. This will allow us to look outwards and work with other settings in the future.
- PT and CT have engaged with learning opportunities offered by Fife College – 3D printing project and Virtual Coding Academy. P6 and P7 have experienced new learning around these themes.

**Impact:**

- Fully populated Teams pages have ensured that all children and families have had access a range of learning opportunities via Teams pages during any periods of remote learning due to illness or isolating as a result of Covid 19. This has enabled our children to continue to learn from home with access to a range of relevant learning, if they were well enough to do so.
- All children have daily access to a range of digital devices which supports their learning – iPads/netbooks/Smart Screens.
- Almost all staff have increased awareness and confidence when raising and recording a technical fault. This results in high accessibility for children to support their learning.
- Almost all children have an increased awareness of their responsibility to take care of school devices and can discuss the impact that this then has on other children in the school.
- Almost all teaching staff's confidence in using the Smartboard for learning and teaching has moved from 'average' to 'confident' (see Mentimeter results). As a result Smartboards are used more effectively by teaching staff to engage children in learning.
- All children are exposed to a range of digital technology within an average week. The majority of children are offered opportunities within an average week to use digital technology to further enhance learning and teaching in other curricular areas.
- Almost all teaching staff engaged with One Note moderation activity and assessed 3 pieces of writing. This ensured moderation of writing across a level and the judgements teaching staff were declaring were robust. This activity also increased staff confidence in the use of One Note for the prospect of future digital moderation with other settings.
- CT and PT have gained new knowledge, skills and confidence around more complex digital technology (3D printing and HTML coding) and all children (quantify/qualify) in P6 and P7 have built on previous skills in coding and 3D design.

**Next Steps:**

- Consider the use of Seesaw into P1 up to P3.
- Plan further in-house opportunities for teaching staff to engage with professional learning linked with using digital technology to enhance learning and teaching e.g. use of Mindstorms, Tinkercad, Microbits, ComicLife, Thinglink.
- Engage in digital moderation with other settings.
- Relaunch Digital Learning Committee to promote technology further with our school.
- School to apply for Digital Learning Award and Digital Wellbeing Award to celebrate and recognise the work of the school. This process will also help to identify next steps.

**Improvement for Recovery Priority Work  
Session 2021 – 2022**

**Focused Priority:** Early Years Practitioners (EYPs) to identify, record and discuss high quality observations, leading to well matched planning to develop an increase in pace and challenge and to further support breadth and depth.

NIF Priority

Improvement in attainment, particularly in Literacy and Numeracy.

Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Driver

Teacher Professionalism

School Leadership

Assessment of Children's Progress

HGIOELC Quality Indicators

2.3 Learning , Teaching and Assessment

2.4 Personalised Support

3.1 Ensuring Wellbeing, Equality and Inclusion

3.3 Developing Creativity and Skills for Life and Learning

**Progress:**

- Fife's Early Years Team have engaged with our setting at an 'additional' level this session to support us with our identified next steps as well as validating our own self evaluations as part of our Learning Partnership visit.
- A new document 'Promoting High Quality Observations and Planning at Newport Nursery' has been created with the nursery team. This ensures a shared understanding of the expectation of recording and documenting learning as well as the different layers of planning that are in place.
- EYPs engaged with Documentation of Learning online module. Practitioners documented their learning and reflected on next steps.
- A focused team meeting calendar was established which shared timescales and expectations of all staff throughout the session. Predictable weekly team meetings with Senior Leadership Team (SLT) have provided structure to any curriculum development, ensuring time management and inclusion. Initial planned opportunities for curriculum development have been adapted as the session has progressed to allow for other ongoing priorities e.g. revision of child protection guidance/protocols, exploring the new Personal Learning Journal format, auditing core provision, Care Inspectorate updates and next steps identified during observations (SLT, North East Fife PT, Early Year Development Officer and Peripatetic Nursery Teacher).
- Termly tracking and monitoring meetings have been established which facilitates discussions between keyworkers, Peripatetic Nursery Teacher (PNT) and SLT. These meetings discuss progress and next steps for individuals/groups/whole cohort. Coloured tracking (like TRAMS) gives a clear overview of children who are on track, children who are high achieving and children who are lower achieving.
- PNT prepares a thorough 3 weekly update (coloured overview sheet) which details specific strategies for individuals, involvement of outside agencies as well as attainment data.
- A range of personal planning documentation has been explored this session to ensure that we have accurate, up-to-date information for each child. Current documentation gives all members of the nursery team a clear picture of children as learners – PLJs, Seesaw, daily responsive planning, weekly planning meetings, learning walls, floor books, numeracy/maths progression, PNT overview, tracking and monitoring data (PT), communication diary and assessment stories.
- Opportunities for SLT, self and peer evaluation/moderation of PLJs have been provided throughout the session.
- Quality assurance processes are in place – given the challenges with staffing this session, quality assurance has not been as regular or robust as planned for.
- Transition arrangements, both into nursery and into Primary 1 have been refreshed based on parental survey feedback (November 2021) and the requirement to move to face to face transitions within the nursery setting. Particular focus has been on ensuring that children from out with our nursery setting have been given the same information/opportunities as those from within.
- Transition into Nursery - new nursery children/families have been offered more opportunities to visit the nursery setting prior to August 2022 to meet all members of the nursery team. As well as visits, a number of introductory

Sways and stories have been sent home via email.

- Transition into Primary 1 - children/families have been offered significantly more opportunities to visit the P1 setting prior to August 2022. All new P1 children have been given the opportunity to meet with their P6 Buddy and engage in learning activities with them. As well as visits, a number of introductory Sways/emails have been sent home via email. A transition project, incorporating our school mascot, has been established to ensure all children have the opportunity to engage in and share learning around a story theme.

**Impact:**

- All N5 children are achieving desired levels of attainment (EIE) in Literacy and almost all children are achieving desired levels of attainment (EIE) in Numeracy/Maths.
- Data from tracking meetings, Elips and PLJs/Seesaw build an accurate picture of where children are in their learning and can accurately identify relevant next steps.
- Seesaw online data and insight into engagement in posts, indicate that all families are engaging with children’s learning within Seesaw. As a result our families are well informed of Nursery learning experiences and can promote further learning at home.
- EYPs have developed confidence around declaration of levels and justifying next steps for individual children. This has ensured that all children are making appropriate progress in their learning and appropriate learning experiences are being promoted by adults.
- A range of transition documentation is available which accurately documents previous learning and next steps. This will ensure appropriate pace and challenge can be planned for all children in P1.
- Although initial feedback from children/families/staff is positive, true impact on revised transition arrangements will be sought in September 2022.

**Next Steps:**

- Continue use of Seesaw as part of our planning and assessment cycle, paying closer attention to categorising learning to ensure progression and breadth across the BGE can be tracked.
- Consider use of NPS long term plan for different cohorts of children to show breadth and progression within the BGE – year 1, year 2 and year 3 to indicate experiences of groups of children.
- Further training required around what constitutes ‘significant’ learning observations including context, degree of achievement, language of learning and inclusion of children’s voice.
- Moderation of PLJ/Seesaw evidence of learning out with our own setting – within cluster and beyond. Arrangements for this process to take place remotely have been considered and set up using MS Teams.
- Further explore how quality interactions/interventions can extend children’s learning – use of higher order questioning, wait time etc.
- Team to undertake professional reading and practitioner enquiry type learning within Curriculum Development sessions e.g. using and interpreting Realising the Ambition and use of National Improvement Hub Resource ‘Effective Observation Leading to Effective Assessment’.

**Improvement for Recovery Priority Work  
Session 2021 – 2022**

**Focused Priority:** EYPs to have a consistent approach to play pedagogy leading to improved outcomes for children.

<p><u>NIF Priority</u> Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in children and young people’s health and wellbeing. <u>NIF Driver</u> Teacher Professionalism School Leadership Assessment of children’s progress</p>	<p><u>HGIOELC Quality Indicators</u> 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transitions 3.2 Securing Children’s Progress</p>
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**Progress:**

- It should be noted that this focused priority was set after an unsettled year in terms of remote learning, as well as a whole new EYP team starting in August 2020. Consistency within play pedagogy has also come about organically due to a more settled year within the setting and a gradual building of relationships.
- Quick Question Time continues to be our approach to seek regular quality assurance feedback from our families.

These surveys indicate that families are engaged with their child’s learning and that they are happy with the service that is being provided.

- EYPs have identified and agreed ‘Learning is ...’ displays within a range of areas of core provision. These displays highlight skills, experiences, pupil voice, illustrations and Es and Os. All practitioners have contributed to these displays which depict the children learning through play.
- Our agreed ‘Promoting High Quality Observations and Planning at Newport Nursery’ has ensured expectations and processes are shared and can be referred to by all members of the nursery team.
- EYPs engaged with the EY Network meeting (Nov 21) which explored learning environments, core provision and myth busting questions. This session allowed for professional dialogue and reflection around consistency of approaches.

**Impact:**

- EYPs are more confident to discuss and justify our approaches to promoting play at Newport e.g. loose parts, intentional promotions. As a result all children experience relevant and coherent play and learning opportunities.
- Observations of the playroom show an increased consistency of approaches by EYPs. This consistency promotes predictability for all children who in turn are settled and most children can be observed in prolonged play within the setting.

**Next Steps:**

- Our HGIOELC staff questionnaire (May 22) indicated that some further work is required around staff-staff interactions and consistency of some approaches.
- Populate our school/nursery website with a suite of information around our understanding and promotion of play pedagogy for all families and for staff to signpost to when required. A number of Sways have been created but not yet shared wider than the nursery team e.g. child development, open ended play, natural resources, outdoor learning, early numeracy skills, loose parts, play schemas.
- Increased use of Early Childhood Environmental Education Rating Scale (ECEERS) to evaluate play experiences as well as environments, both indoors and outdoors.
- Sharing our ‘Learning is ...’ work with families at our curriculum induction session (September 2022)
- Provide further opportunities for professional reflection through
  1. Realising the Ambition documentation (Sections 4, 5 and 6)
  2. National Improvement Hub’s Learning Resource ‘Early Level Play Pedagogy Toolkit’ as a tool to explore points for development.
  3. Tina Bruce’s 12 Features of Play

**Attainment of Children and Young People**

Achievement of Curriculum for Excellence Level

Stage	Reading		Writing		Listening and Talking		Numeracy	
	20/21	21/22	20/21	21/22	20/21	21/22	20/21	21/22
P1	89%	71%	89%	71%	100%	86%	89%	86%
P4	88%	65%	88%	65%	92%	80%	88%	65%
P7	90%	87%	87%	74%	100%	96%	85%	70%

- In school we use a range of formative and summative assessments including BASE (P1), SNSA (P4 and P7), single Word Spelling Tests, high quality assessments (Literacy and Numeracy), Writing moderation tasks and PM reading assessments. This range of evidence supports our teaching staff to make informed judgements about our children’s progress.
- We have very clear assessment information on individual children which allows us to explain a child’s learning journey, particularly when he/she are not achieving the national Curriculum for Excellence Level.
- This session’s attainment information shows a decrease in our attainment levels. We believe that Covid 19, previous Remote Learning and disruption to learning this Session due to absence and for a few attendance concerns has impacted on our attainment levels, especially in our P1, P4 and P6 cohorts. During Session 2022-2023 we will use our PEF money to appoint PSAs, a 0.2 FTE teacher and our additionality to appoint 0.4 FTE teacher to support closing the attainment gap within Reading, Writing and Numeracy. There will also be interventions to support Health and Wellbeing and attendance at school to ensure all of our children are ready to participate and learn. As a whole school we will prioritise raising our attainment in Writing by focussing on Learning, Teaching and Assessment. We will also develop a whole school approach to improving Mental and Emotional Wellbeing and building resilience strategies for all.

## Evidence of significant wider achievements

- A few P7 pupils took part in the Madras Play Day for the first time in over 2 years. Our children were Confident Individuals and Successful Learners as they connected with other P7 children within the cluster.
- The majority of our P6 and P7 children participated in Fife Cross Country Championship and 10 P7s participated in the North East Fife Football Tournament. Our children learned about the importance of being active, competing and being connected.
- 16 P5-P7s participated in a football lunch club and P1/2s participated in a bike club led by Active Schools. Our children developed their co-operation skills, learnt skills specific to the activity and benefitted from being active.
- We achieved 1 Highly Commended and a second place in The Fife Fisheries Art competition. We achieved 3 Highly Commended certificates in Fife Council's STEM mascot competition. This demonstrates our commitment to providing our children with opportunities for personal achievement across our curriculum.
- All of our children (Nursery-P7) were Responsible Citizens through our community work with The Rio Centre. We created Christmas Goodie Bags for members of our community who would be spending Christmas alone. Our packs contained: a card, decoration and Christmas jokes. This reinforced to our children the importance of 'Giving' and 'Being Connected' to our community.
- Staff worked in partnership with Fife College on 3D printer skills, Virtual Coding Academy and Science (forensics). This upskilled staff and our children developed new skills for Learning, Life and Work.

## Impact of Local/National resources to support recovery within your setting (additionality of staffing) and Scottish Attainment Challenge Funding

Additionality in staffing (teaching/support)

PSA Support: 0.6 FTE

### Progress:

- Through consultation with school staff, we identified children in our P1-P7 cohort who required interventions with reading, in P1, P2 and P4 with writing, in P1-7 with numeracy and in P3, P6 and P7 with wellbeing. Baseline assessments were implemented and our interventions were adapted and refined throughout the session to meet the needs of our children.
- Our P7 class participated in a 10 week course 'Our Class Can' delivered by Active Schools in Term 1.
- PSA staff provided individual and small group targeted support.
- PSA staff, supported by our Support for Learning Teacher, were upskilled in their knowledge of early literacy skills, phonics, phonological awareness, onset and rime, Conceptual Numeracy and Wellbeing.
- Our SLT supported Writing lessons (P1 and P2) and Tools for Writing (P4).
- On-going assessments, evidence in jotters and Tracking meetings show evidence of progression.
- Staff absence during Session 2022-2022 did have an impact on the continuity of learning as PSA staff were used to support learning and teaching and children within other cohorts. Difficulty with Support Staff recruitment also impacted on our delivery of these interventions.

### Impact:

- All of our targeted Primary 1 children for reading and writing achieved Early Level, Curriculum for Excellence.
- All of our targeted Primary 1 children (Literacy Intervention No 2) are able to blend cv, vc and cvc words. All have improved their sight vocabulary.
- All of our targeted Primary 1 children (Literacy Intervention No 3) have increased the number of sounds they can recognise and write. Their visual perception and memory has improved. A few can match/suggest rhyming words.
- Most of our targeted Primary 1 children (Numeracy intervention) are able to recognise numbers to 10 and count to 10 using 1:1 correspondence.
- All of our targeted Primary 2 children have demonstrated an improvement in their ability to blend and recognise vocabulary by sight.
- Almost all of our P3-P4 children have made progress in their reading at their level.
- All of our targeted children in P4 have improved, to varying levels, the structure of their writing.
- All of our P5-P7 cohort have made progress with their reading and numeracy skills at their level.
- All of our targeted P7 children showed improvement in different aspects of the Our Class Can programme. All showed an improvement in their resilience.
- All of our targeted P3 and P6 children involved in the Health and Wellbeing interventions have an increase or have stayed the same in their scores in at least one of the areas measured.

### Next Steps:

- Use PEF money to continue to fund PSA support and 0.2 FTE teacher to close the attainment gap between our most and least disadvantaged children.
- Use data from our Tracking meetings (Term 4) to identify children to support during Session 2022-2023: see PEF



Plan.

School/Setting Name: Newport PS

**NIF Quality Indicators (HGIOS 4) School Self- Evaluation**

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Satisfactory	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Satisfactory	

**NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)**

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Satisfactory	
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)		
	2019 – 2020	2020 - 2021	2021- 2022
Quality of care and support			
Quality of environment			
Quality of staffing			
Quality of leadership and management			



**National Improvement Framework Priority:** Improvement in children and young people’s health and wellbeing

**Focused Priority:** Develop a whole school approach to improving Mental and Emotional Wellbeing and building resilience strategies for all (started this priority in January 2022 and will continue this session).

<b>HGIOS4 Quality Indicators</b>	<b>HGIOELC Quality Indicators</b>
1.3 Leadership of Change 2.2 Curriculum 3.1 Ensuring Wellbeing, Equality and Inclusion	

<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>Data will show that our children have improved emotional and mental wellbeing. Almost all children can express and recognise how they are feeling. Almost all of our children and all of our staff team are using a shared and consistent language around wellbeing.</p> <p>Almost all of our children will be able to identify and use strategies to support this learning. Most of our children will be able to name emotions, recognise how they are feeling and what triggered this</p> <p>Almost all of our children can identify 5 strategies which they could use to support them in challenging times.</p> <p>Most of our families will have a greater knowledge of strategies which can be used at home to promote resilience and will have a shared language which they can use at home to talk about wellbeing.</p>	<p>Collect baseline data and analyse. Determine need for universal or targeted support. Class teachers to build in universal support to class teaching and learning. Targeted support provided by PSAs and Sfl teacher.</p> <p>Develop a Health and Wellbeing Toolkit (universal level)</p> <p><b>Mental:</b> I understand that there are people I can talk to... (HWB 003a/103a/203a) <b>Emotional:</b> I am learning skills and strategies which will support me in challenging times (HWB 007a/107a/207a) <b>Whole school approach (universal):</b> Use Building Resilience toolkit and progression to introduce a whole school approach to Health and Wellbeing. This includes strategies to help us cope when we find things challenging. Key messages introduced at Together Time with further learning and teaching in classes.</p> <p>Our families will engage in home</p>	<p>Senior Leadership Team</p> <p>All staff and children</p> <p>All staff and children</p> <p>All families</p>	<p>Analysed questionnaires to establish a baseline.</p> <p>Revisited questionnaires to show change and impact.</p> <p>All teaching staff will have contributed to the toolkit and will be using this with their class</p> <p>Pupil Focus Groups to gather feedback and evidence from our children.</p> <p>Feedback from staff and families re impact of Building Resilience, Establishment Phase and Whole School Focuses. Record the number of home learning activities completed.</p> <p>Class Walk Throughs: Class areas/displays/resources will reflect evidence of Health and Wellbeing and strategies which can be used to support wellbeing and learning. Use HGIOURschool?</p>	<p>Term 3 and 4 (Session 2021-2022) and Session 2022-2023: see Quality Assurance Calendar and Tracking meetings</p> <p>Term 3 (Session 2021-2022): Curriculum Development Time</p> <p>Session 2022-2023: see Quality Assurance Calendar</p> <p>Throughout the Session</p> <p>Pupil Council meetings</p>

<p>The majority of our targeted children have made progress in their learning.</p> <p>All of our children will have had a regular opportunity to contribute to the life of our school and wider community.</p> <p>All of our children will have had their voice listened to.</p> <p>Most of our children will be able to reflect upon their contributions to the life of our school and/or wider community and the skills they have been learning and link them to the world of work.</p>	<p>learning activities linked to the above.</p> <p>Pupil Council will consult re a school mascot and how we celebrate success of learning in school.</p> <p>Introduce Star Achiever Certificates and Tea Party.</p> <p><b>Social:</b> As I explore the rights to which I and others are entitled... (HWB 009a/109a/209a)</p> <p><b>Social:</b> I make full use of and value the opportunities I am given to improve and manage my learning... (HWB 0011a/111a/211a)</p> <p><u>Establishment Phase</u></p> <p>Develop and embed a progression of lessons across the school focussed on the work of Katherine Muncaster, Shirley Clark and Fife Educational Psychology Service Resilience Toolkit.</p> <p>Whole school focus on:</p> <p>What do we need to succeed? (Learn/Connect) Culture of class, challenge your mindset, attitude to learning, responses to challenge, wellbeing toolkit.</p> <p>Making a Difference: What does our community need? (Connect and Give)</p> <p>Taking Notice/Talk Things Over:</p> <p>What do we need to be active? (Active and Connect)</p> <p><b>Social:</b> Representing my class, school and/or wider community encourages my self-worth and confidence and</p>	<p>Pupil Council and SLT</p> <p>SLT</p> <p>All staff</p> <p>All children</p>	<p>E-portfolios and Learning Logs</p> <p>Pupil Council minutes</p> <p>Pupil Committee floor books</p> <p>Focus Groups of children</p>	<p>Term 3 and 4: Session 2021-2022</p> <p>Term 1: Session 2022-2023</p> <p>Term 1: Session 2022-2023</p> <p>Term 2: Session 2022-2023</p> <p>Term 3: Session 2022-2023</p> <p>Term 4: Session 2022-2023</p> <p>See Quality Assurance Calendar Throughout the session</p> <p>See Pupil Council Calendar</p>
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	<p>allows me to contribute to and participate in society. HWB 0-12a/ 1-12a/HWB 2-12a</p> <p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 0-13a/1-13a/ 2-13a</p> <p><b><u>Planning for Choices and Changes:</u></b> HWB 0.29a/1.19a/2.19a</p> <p>Review and evaluate our Pupil Committees and identify strengths/way forward for these groups. Children to design action plan, skills to develop and work towards accreditation eg Digital School, Cycle Friendly School.</p> <p>Use PEF money to offer targeted support (see PEF plan).</p>		<p>Tracking meetings: analyse data collected to show progress of individual children.</p>	<p>Tracking meetings: see Annual Calendar</p>
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**National Improvement Framework Priority:** a) Improvement in attainment, particularly Literacy and Numeracy b) Closing the attainment gap between the most and least disadvantaged children.

**Focused Priority:** Increase attainment in Writing

**HGIOS4 Quality Indicators**

**HGIOELC Quality Indicators**

1.2 Leadership of Learning  
2.3 Learning, Teaching and Assessment  
3.2 Raising Attainment and Achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All teaching staff are reflective and are able to identify strengths and next steps in their professional development to improve outcomes for our children.</p> <p>All teaching staff's evaluations will show impact for themselves and for our children.</p> <p>All Pupil Support Assistants will be able to extend/scaffold our children's learning.</p> <p>Most children will be able to talk about their learning within Writing.</p> <p>Most children's skills in writing will improve in line with CfE expectations.</p> <p>All teaching staff will have a shared knowledge and understanding of our assessment calendar and high-quality assessments and there will be a consistent approach across our</p>	<p><b><u>Professional Engagement and Collegiate Working, Quality of Teaching and Effective Use of Assessment:</u></b> Provide opportunities for teaching staff to work collaboratively:</p> <p>CAT sessions and staff meetings: 1) time allocated to develop staff's knowledge and understanding of Writing skills and feedback, use research to inform next steps for our school and how this will be implemented into learning and teaching eg. quality of feedback, peer/self-assessment and opportunity for weekly closing the gap lesson.</p> <p>Teaching staff to undertake professional learning and an enquiry project in relation to pedagogy within Writing: SEIC Research School</p> <p>2) time allocated to plan, discuss and reflect on Writing and feedback, including successes and next steps</p>	<p>All teaching staff L Donaldson: HT</p>	<p>Individual targets for teaching staff (linked to PRD and Professional Enquiry).</p> <p>Evaluations/minutes of meetings from teaching staff and Pupil Support Assistants (linked to staff meetings and CAT sessions).</p> <p>Observations from class visits: followed by Professional Dialogue.</p> <p>Feedback from Focus Groups of children.</p> <p>Termly Forward Planning Professional Dialogue sessions and Tracking meetings. Consider: CfE data discussed and analysed.</p> <p>Forward Planning and Assessment folders.</p> <p>Displays in class areas will show the genre of Writing being</p>	<p>CAT sessions and staff meetings: Term 1-4</p> <p>Professional Enquiry project in Term 3 and sharing of learning</p> <p>Class observations: see Quality Assurance Calendar</p> <p>Focus Groups: Termly</p> <p>Termly: see Quality Assurance Calendar</p> <p>Term 1-4</p> <p>See Quality Assurance</p>

<p>school to ensure consistency in our professional judgements leading to an increase in attainment.</p>	<p>3) plan for 2 opportunities within the session for our pupil's to share their Writing during an event (linked to Year of the Story 2022)</p> <p>Pupil Support Assistants (PSAs): opportunities for PSAs to discuss their role to support our children – regular agenda item at staff meetings and opportunities to upskill with Support for Learning Teacher.</p> <p>Teaching staff to observe one another and to provide feedback.</p> <p>Audit and review current assessments for Writing, Reading, Listening and Talking. Identify strengths and gaps. Agree on an assessment cycle to be implemented across the whole school.</p> <p>Teaching staff will assess 4 pieces of writing within academic year: 2 functional and 2 imaginative/personal.</p> <p>Teaching staff will moderate 2 pieces of writing within school and 2 pieces of writing with cluster colleagues (see Cluster Priority).</p> <p>Use Pupil Equity Fund (PEF) and additionality money to support our pupils in developing their writing skills: see PEF plan.</p>	<p>All PSAs L Donaldson: HT G Mitcham: SfLT</p> <p>All teaching staff</p> <p>Literacy Working Party</p> <p>All teaching staff</p> <p>All teaching staff</p> <p>G Mitcham: SfL Teacher All PSAs All teaching staff</p>	<p>taught, the skills being taught, examples of quality Writing and will celebrate the pupil's progress.</p> <p>Jotters will show the genre of Writing being taught, the opportunity for improving their writing and feedback given. There will be consistency across the school.</p>	<p>Calendar Pupil Council calendar</p> <p>See Quality Assurance Calendar</p> <p>Throughout Term 3</p> <p>Completed in June 2022</p> <p>See Assessment and Moderation Calendar</p> <p>See Assessment and Moderation Calendar</p> <p>Termly Tracking meetings</p>
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**National Improvement Framework Priority:** a) Improvement in attainment, particularly Literacy and Numeracy b) Closing the attainment gap between the most and least disadvantaged children.

**Focused Priority:** To increase parental/family engagement within the work of our ELC setting in order to promote learning opportunities for all children across the curriculum

**HGIOELC Quality Indicators**  
 2.2 Curriculum  
 2.4 Personalised Support  
 2.5 Family Learning  
 2.6 Transitions  
 2.7 Partnerships  
 3.2 Securing children’s progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All families are well informed and can access relevant information about play pedagogy at Newport ELC and how to support and promote their child’s development and learning.</p> <p>All families feel welcome and included within the work of our setting and that strong partnerships are promoted and sustained.</p>	<p>Survey our new family cohort.</p> <p>Plan and offer a hybrid model of opportunities for families to engage with the work of our setting and to engage in family learning opportunities.</p> <ul style="list-style-type: none"> <li>- Termly PEEP</li> <li>- Weekly Bookbug (to include siblings)</li> <li>- Weekly Stay and Play</li> </ul> <p>Develop the use of Seesaw.</p> <ul style="list-style-type: none"> <li>- Regular signposting of relevant agencies/information</li> <li>- Categorising learning against Es and Os to promote language of learning with families</li> </ul> <p>Further populate our website with relevant information for families.</p>	<p>KA to coordinate</p> <p>KA (PT), EYPs, EL (PNT) and EYDO to contribute</p> <p>JM to lead PEEP                      NN to lead Bookbug</p> <p>KA (PT), EYPs, EL (PNT) and EYDO to contribute</p> <p>KA (PT), EYPs, EL (PNT) and EYDO to contribute</p>	<p>Initial survey information used to identify next steps.</p> <p>MS Forms feedback in January and June – strengths and points for consideration.</p> <p>Use of Seesaw insights to gauge parental engagement.</p> <p>Families having a shared understanding of our approach to play – parental survey.</p>	<p>Term 1</p> <p>Term 1 to plan                      Term 1- 4 delivery</p> <p>Term 1 and 2</p> <p>By end of term 2</p>
<p>17   Page</p>	<p>Further promote our 3 weekly Quick</p>	<p>KA (PT) and EL (PNT)</p>		

	<p>Question Time to fully involve all families with quality assurance of our setting.</p> <p>Further promote 'Little Voice Big Ideas' with our families and children.</p> <p>Create a welcoming and nurturing space for parents to use within our setting.</p> <ul style="list-style-type: none"> <li>- Used informally for parents to meet</li> <li>- Used for regular meetings with Keyworkers</li> </ul>	<p>KA (PT) and EL (PNT)</p> <p>KA (PT), EYPs, EL (PNT) and EYDO to contribute</p>	<p>Quick Question Time survey results interpreted and actioned as appropriate – digital and in person methods (wooden slices) to maximise capturing all families.</p> <p>Children focus groups and family focus group data.</p> <p>Seeking family views in digital and in person forums.</p>	<p>Term 1 to plan Term 1- 4 delivery</p> <p>Term 3</p> <p>Term 1 to plan</p>
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<b>National Improvement Framework Priority:</b> a) Improvement in attainment, particularly Literacy and Numeracy b) Closing the attainment gap between the most and least disadvantaged children.				
<b>Focused Priority:</b> Interactions between EYPs and children will be developed to ensure that we maximise opportunities for children’s learning to be scaffolded and extended.				
<b>HGIOS4 Quality Indicators</b>		<b>HGIOELC Quality Indicators</b>		
		1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Securing children’s progress		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>EYPs have an awareness of children’s play and learning at all times and ensure learning opportunities are sensitively extended and not missed.</p> <p>EYPs are confident to promote and extend children’s learning.</p> <p>Language of learning is promoted through playful experiences across the nursery to scaffold and extend children’s interests and learning.</p> <p>Children’s learning is celebrated and children are involved in the learning process and have ownership of their achievements.</p>	<p>Explore emphasis of talk and sustained shared thinking to support the development of children’s thinking skills – scaffolding, modelling, questioning, thinking aloud and wait time.</p> <p>Further develop the use of learning language lanyards – Blooms Taxonomy, higher order questioning, observation key features, schemas and skills for life and learning.</p> <p>Develop consistency in the use of learning language</p> <p>Focus on playroom displays. Consider whether displays contribute to an enabling quality environment that supports learning and celebrates achievement.</p> <p>Promote a Blooms Taxonomy storytime session to model</p>	<p>KA (PT) to coordinate EYPs, EL (PNT) and EYDO to contribute</p>	<p>Initial survey administered to EYPs to ascertain understanding, confidence levels and specific areas for development.</p> <p>MS Forms survey pre and post session to gauge confidence.</p> <p>Minutes of meetings/evaluations of weekly meetings.</p> <p>Termly SLT observation of experiences/interactions in the setting.</p> <p>Termly SLT monitoring of PLJs/Seesaw – are children’s voices evident? Are appropriate interventions/scaffolding evident? Leuven Scale to be used to ascertain engagement.</p>	<p>CD sessions throughout session 2021-2022 – see calendar of CD sessions</p> <p>Begin engagement in Term 1</p> <p>Ongoing reflection throughout session – see CD calendar</p>

<p>EYPs are fully aware of personal planning documentation and can use this to plan effectively for the needs of all children.</p> <p>Horizontal transitions within our ELC are well planned and children show confidence, independence and resilience during these times.</p>	<p>questioning to families, demonstrating how interactions can scaffold and promote learning. Engage with professional reading: 'Interacting or Interfering?' by Julie Fisher, Fife's Early Years Website around Professional Learning online modules and guidance within High Quality ELC, Promoting Playful Pedagogies (PPP), Fife's Pedagogy Premiers e.g. attunement and Leuven scale</p> <p>Nursery staff to engage with peer moderation around attunement – focusing on individual identified targets/needs – use of video to capture, reflect and moderate.</p> <p>Evaluate interactions using Early Childhood Environmental Education Rating Scale (ECEERS) Professional learning and moderation around children's voice included within learning e.g. PLJs, Seesaw, Learning Walls.</p> <p>Further explore Quality Image and promote discussions with children about what beautiful feels like.</p> <p>Further promotion of 'What is beautiful at Newport Nursery' Sway.</p> <p>Consider how our mealtimes can be adapted to promote a relaxed, social experience.</p>		<p>All staff can articulate the importance of interactions and how these can scaffold and extend learning – though professional dialogue.</p> <p>Professional dialogue, evaluations and identified next steps based on video moderation.</p> <p>Through using ECEERS scale, the learning experiences are rated between 5 and 7 – termly monitoring – self, peer, SLT, EYDO and PNT.</p> <p>Survey children pre and post mealtime changes.</p>	<p>Term 2 to plan Term 3 to undertake moderation</p> <p>Termly</p> <p>Termly</p> <p>Term 1 plan Term 2 action changes</p>
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**Cluster Improvement Plan 2022-2023**

**National Improvement Framework Priority:** a) Closing the attainment gap between the most and least disadvantaged children b) Improvement in skills and sustained, positive school-leaver destinations for all young people c) Improvement in attainment, particularly in literacy and numeracy.

**Focused Priority 1:** Improved attendance/punctuality at school across the Madras Cluster – working towards the aim of 95% and stretch targets.

<b>HGIOS4 Quality Indicators</b>	<b>HGIOELC Quality Indicators</b>
2.4 Personalised Support 2.7 Partnerships 3.2 Raising Attainment and Achievement	

<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
<p>HT's to be clear on individual context of their schools and specific attendance difficulties and strengths</p> <p>Identified families will have improved attendance.</p> <p>Consistency of approach and messages across the Madras Cluster.</p>	<p>Consistent recording across clerical and admin staff.</p> <p>Use attendance data and Power BI information.</p> <p>Raise awareness with parents and learners – Madras wide communication strategy.</p> <p>Engagement strategy/information gathering – parents/learners.</p> <p>Small tests of change/improvement methodologies for identified families. (linked to PEF Plan for Newport PS)</p> <p>Training for key staff on improvement methodologies</p> <p>Learning from successful strategies from regional improvement collaboratives.</p> <p>Engage with the Fife attendance strategy.</p>	<p>HT's and admin, CT's (Madras)</p> <p>HT, DHT, PT</p> <p>HT, DHT, PT, SfL, guidance staff</p> <p>HT, DHT, PT</p> <p>PSA, SfL, HT, DHT, guidance staff, CT's</p> <p>Victoria Tweed to co-ordinate</p> <p>Kirsty Simcock DHT of Support</p>	<p>Termly tracking of attendance data – key identified months.</p> <p>Weekly meeting with SfLT re attendance and intervention if required.</p> <p>Monthly attendance figures shared with Class Teachers.</p>	<p>Termly</p> <p>June 2022 for transition events and shared early in term 1 to rest of parent body</p> <p>Small tests of change during term 2 and 3. Term 4 to evaluate impact.</p>

	Standing item on cluster agenda.			
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<b>Cluster Improvement Plan 2022-2023</b>				
<b>National Improvement Framework Priority:</b> a) Closing the attainment gap between the most and least disadvantaged children. b) Improvement in attainment, particularly in literacy and numeracy.				
<b>Focused Priority 2:</b> 1+2 Embedded across the Madras Cluster (3 year staged improvement) - focus on L2 French this session				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
2.3 Learning, Teaching and Assessment 2.6 Transitions 3.2 Raising Attainment and Achievement				
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
L2 French – P7 pupils – increased number of pupils moving to S1 having achieved second level.  Consistent experience for learners across the cluster	Madras language ambassadors to visit cluster primaries during session 2022-23 – Focus on P5  Cluster 1+2 event – open evening ‘Languages Festival’  Primary colleagues to work with Madras languages department – consistent approach to planning and delivery across the cluster.	All Teaching Staff	Learners to achieve second level modern languages benchmarks by end of P7.  S1 learners to begin 3 <sup>rd</sup> level when they start high school. Long term – increased number of pupils taking languages into the senior phase.	Throughout Session 2022-2023  November Inset day

<b>Cluster Improvement Plan 2022-2023</b>				
<b>National Improvement Framework Priority:</b> a) Closing the attainment gap between the most and least disadvantaged children. b) Improvement in attainment, particularly in literacy and numeracy.				
<b>Focused Priority 3:</b> Increased Collaborative Working Across the Madras Cluster to improve the transition process				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
1.2 Leadership of Learning 2.3 Learning, Teaching and Assessment 2.6 Transition 3.2 Raising Attainment and Achievement				
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
See priority 1 – attendance  See priority 2 – 1+2  Consistency in identifying 2 <sup>nd</sup> /3 <sup>rd</sup> level literacy and numeracy attainment  Pupils to feel more confident when transitioning to high school	Moderation across the Madras cluster  QAMSO rep from each school to attend the termly meetings.	QAMSO representatives.  LD, DB and CC to co-ordinate Inset moderation session. Members of Madras staff to join the planning group from relevant faculties.  All teaching staff	Evidence of assessment and moderation within literacy and numeracy.	November Inset Day and Twilight (February 2023).



<b>Attainment Fund Rationale:</b>	<b>Amount of Fund</b> £25 920 + carry forward
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Intervention 1: Improved attendance and emotional wellbeing, including resilience of identified children. We have identified a few children within cohorts who are not achieving expected levels with their learning due to either low attendance at school and/or low self-esteem/confidence.

Intervention 2: Raise attainment in Writing. We have identified children in P5-P7 who are not attaining in Writing as expected, specifically within Tools for Writing and Creating a Text (grammar, spelling, punctuation and structure of a text).

Intervention 3: Raise attainment in Reading. We have identified children in P2-P7 who are not attaining in Reading as expected, specifically within Tools for Reading and Understanding, Analysing and Evaluating.

Intervention 4: Raise attainment in Numeracy. We have identified children in P2-P7 who are not attaining in Numeracy as expected, specifically within Number and Number Processes (number bonds, 4 operations, mental agility, selecting a process, word problems).

<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><b><u>Intervention 1</u></b></p> <p>By June 2023 our identified children across P1-P7 will have increased their attendance (see individual targets).</p>	<ol style="list-style-type: none"> <li>1. Support for Learning Teacher to liaise with the families of the identified children to identify and remove barriers to attendance.</li> <li>2. Parental communication for identified learners will include attendance discussions (Review meetings, Parent Consultations, phone calls).</li> <li>3. Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole.</li> <li>4. PSAs to lead targeted groups: Managing Anxiety, Our Girls Can, Friendship Bubble, self-esteem group. Also reinforce learning from Building Resilience.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher will identify and collate potential barriers to attendance.</li> <li>• Parents and pupils views on attendance barriers sought.</li> <li>• Attendance records will identify trends and improvements.</li> <li>• Attendance % for identified learners will be monitored weekly.</li> <li>• Baseline assessment using Glasgow Wellbeing and Motivation Profile.</li> <li>• Repeat assessment using Glasgow Wellbeing and Motivation profile at the end of intervention.</li> <li>• Feedback from children: use to amend intervention.</li> </ul>	
<p>25   Page</p>			

**Intervention 2**

By June 2023, our identified children will have made progress within their CfE level: Tools for Writing (structure, spelling and grammar).

Small targeted group/individual work based on identified needs:

1. Phonics, common words and grammar assessments will be used to identify gaps and next steps.
2. Identified learners will focus on core skills, which will be explicitly taught for 6 weeks.
3. Increased time will be allocated for writing on a weekly basis. Each pupil will complete writing activities on a daily basis and an extended writing piece each week (PEF teacher). These will include clear success criteria.
4. PSA will support individuals as identified.
5. Regular attainment meetings will identify the progress for the identified children (every 6 weeks).

- Baseline writing assessments to be completed with identified children.
- Weekly: assessment rubric completed for individual children.
- Every 6 weeks measure the impact of the progress so far using an assessment rubric and amend intervention if necessary.

**Intervention 3**

By June 2023, our identified children will have made progress within their CfE level for reading.

Small targeted group/individual work based on identified needs:

1. Single sounds and cv/vc words
2. Diagraphs and blending cvc, cvc, ccvc
3. Common words
4. Word attack strategies
5. Daily reading aloud sessions with a PSA
6. Reading focus on literal, inferential and evaluative questions, summarising and identifying the main ideas/purpose of a text (Understanding, Analysing and Evaluating).
7. Regular attainment meeting will identify the progress for the identified children (every 6 weeks).

- Baseline reading assessments to be completed with identified children (phonics assessments, common words, understanding of a text) in P2-P7.
- On-going assessment to show progress.
- Every 6 weeks measure the impact of the progress so far using a reading assessment and amend intervention if necessary.

**Intervention 4**

By June 2023, our identified children will have improved their Numeracy skills based on conceptual understanding rather than processes.

Small targeted group/individual work based on identified needs:

1. Core Numeracy concepts
2. Word problems including multi-step problems
3. Daily Numeracy sessions with a PSA
4. Regular attainment meeting will identify the progress for the

- Use SNSA data, BASE data and teacher assessments to identify children. Baseline assessment to be completed with identified children in P2-P7 to establish starting

	identified children (every 6 weeks).	level. <ul style="list-style-type: none"><li>• On-going assessment to show progress.</li><li>• Every 6 weeks measure the impact of the progress so far using Numeracy assessment and amend intervention if necessary.</li></ul>	
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Pupil Equity Funding Projected Spend



School	Newport Primary School
PEF Allocation 2022/23	£25,920 + carry forward

2022-2023 Projected/Anticipated Spend

EXAMPLE

Literacy		
Category	Brief Description	Cost
Total Spend		£ -

Numeracy		
Category	Brief Description	Cost
Total Spend		£ -

Health & Wellbeing		
Category	Brief Description	Cost
Total Spend		£ -

Staffing		
Staffing	FTE	Cost
PSA 2	2.5	£44,485.00
Teacher	0.2	£ 8,491.00
Total Spend		£52,976.00

Other		
Category	Brief Description	Cost
Total Spend		£ -



Amount of spend planned	£52,976.00
Unallocated spend	£0.00