

## Pitteuchar East Primary and Nursery.



### **Standards and Quality Report** *Achieving Excellence and Equity*

#### **Context**

<b>Setting/School Roll (including ELC/ASC)</b>	School: 257 Nursery; 68 Total 325			
<b>FME</b>	80 pupils (31%)			
<b>Attendance (%) 91.4%</b>	<b>Authorised</b>	<b>5.8%</b>	<b>Unauthorised</b>	<b>2.8%</b>
<b>Exclusion (%)</b>	<b>0%</b>			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£83,314 £95,811 including 15% Pupil Premium)			

Vision, Values and Aims: Pitteuchar East is a busy, hardworking school and nursery, where everyone is valued. We are privileged to work in an ethos of respect and improvement, where everyone's views matter. Our school is driven by our values of Nurture, Inclusion, Respect, Compassion and Ambition. Our school motto is "It's all about the bairns". And it is!

At Pitteuchar East, we recognise that children learn in different ways and at different levels, and we have tailored our work to ensure that all children's needs are being met, through the work and pastoral support we provide. Staff are committed to continuous improvement, and to the education and well-being of every child. They are supportive of each other, and work as a very strong team. The whole staff, teaching and non-teaching, do their very best for every child.

Relationships at Pitteuchar East are strong. Children get on well with adults in the school and are polite and courteous. Children are encouraged to treat each other well, and to solve conflicts in a restorative way, where everyone gets to 'have their say', to reach a solution which everyone is happy with. All of our team reinforce this approach.

All staff at Pitteuchar East value your child as an individual and work tirelessly to get the best from every child. Staff are highly skilled and constantly strive for excellence in all aspects of their work. Professional Development is a priority. We are proud to work as a team.

We are well supported by our children's parents and families.

#### **Improvement for Recovery Priority Work** **Session 2021 - 2022**

<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><u>HGIOS 4 Quality Indicators</u></p> <p>1.1 Self-evaluation for self-improvement- collaborative approaches to self-evaluation</p> <p>1.2 Children and young people leading learning</p> <p>1.3 Strategic planning for continuous improvement</p> <p>2.2 Curriculum</p> <p>2.3 Quality of teaching</p> <p>2.3 Effective use of assessment</p>
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2.3 Planning, tracking and monitoring

2.4 Personalised support- Universal, targeted and removal of barriers to learning

2.5 Family Learning – engaging families in learning

2.6 Transitions

3.1 Well-being/ inclusion and equality

3.2 Attainment in literacy and numeracy

3.2 Attainment over time

3. 2 Raising attainment – overall quality of learners’ achievement and Equity for all learners.

HGIOELC Quality Indicators

1.1 Self-evaluation for self-improvement

1.4 Leadership and management of practitioners

2.2 Curriculum

2.3 Learning, teaching and Assessment

2.4 Personalised Support -Universal and targeted

2.5 Family learning - Engaging families in learning

2.6 Transitions

2.7 Partnerships - Engagement of parents and carers in the life of the setting

3.2 Securing children’s progress -Progress in communication, early language, mathematics, health and wellbeing

3.3 Developing creativity and skills for life and learning

**Progress:**

Attainment, Learning and Teaching:

Professional learning took place in Term 1 to further analyse data gained from assessments. Children who were not achieving expected levels were given short-term targets, which were evaluated by the class teacher, regularly. All teachers (100%) intimated they are confident in assessment data, including standardised/ digital assessments. Our support for learning teacher oversees children’s progress in their short-term targets. Colleagues took time over this session to moderate practice and review attainment regularly with other colleagues/ Senior Leadership Team. Progress in nursery was tracked by Early Years Officers, and overseen by our Acting PT. Children across the school and nursery continue to make good progress.

Creativity across the curriculum:

We recently introduced a new resource to teach music. Only 33% of teachers are confident in using this. Further work will be carried out to develop teacher confidence in teaching music. A minority of children report that they feel they do not get enough experience in Drama. Teachers continue to offer stimulating, creative tasks through STEM subjects.

Health and well-being:

This session, we sought advice and support from Suzanne Zeedyk, to further develop our knowledge of Attachment, and how that impacts on children’s sense of security. This was carried out across the school and nursery. Nursery colleagues had training on Solihull and other nurturing approaches.

## **Impact:**

### Attainment, Learning and teaching:

Attainment in Literacy 78.8% (Stretch target 67.2%)

Attainment in Numeracy 86% (Stretch target 72.6%)

All children who are not meeting expected levels/ are exceeding them have short term targets to ensure challenge and to measure progress. These are evaluated regularly. Most children surveyed (90%) received regular opportunities for peer and self-assessment and all children surveyed (100%) intimated that they receive regular and consistent feedback on their work. All teachers feel they are confident in assessing children and use data from assessment, including BASE & SNSAs, to inform next steps in learning. Our Attainment Strategy is updated annually, and all staff are aware of the expectations and agreed actions to improve attainment.

In Primary 1, our target was to increase attainment to 62.7% in Literacy and 72.6% in numeracy. Our attainment in P1 at the end of June was 78.8% and 86%, respectively.

### Creativity across the curriculum:

Almost all learners in focus group discussions report that they have many opportunities for creative tasks, through STEM. However, less than 75% of learners in the group reported that they had regular creative opportunities through the Expressive Arts. This will be an Improvement Priority, in session 2022/23.

### Health and Wellbeing:

During a recent visit by Education Scotland, the importance of relationships was highlighted by the team. They noted that relationships were warm and respectful throughout the school, including amongst children. During our discussions with the team, we decided to further develop this strength, and to plan to develop a programme which would create a "Language of Well-being/ Connection".

Almost all (92%) felt that our session with Suzanne Zeedyk improved their knowledge of Attachment.

## **Next Steps:**

Attainment: Next session, we plan to retain this as a priority, and to look at assessing literacy and numeracy across the curriculum, particularly in Play Pedagogy and in writing, at all year stages. We also plan to create short term targets for all children, in literacy and numeracy, so children can see their own progress in literacy and numeracy. We will also introduce Play Plenary sessions in our Early Years setting, to develop the language of learning, pre school. This is the 1<sup>st</sup> Improvement Priority in next session's School Improvement Plan and Nursery Improvement Plan: "Attainment will continue to improve, in keeping with our 5 year stretch targets.

All children will have short term targets, to increase pace and evaluate progress over time.

Writing will be evaluated and assessed across the curriculum to ensure transference of skills. In a recent visit from Education Scotland, they observed, "Across the school, teachers are well-placed to extend this practice [setting short term targets] to include all children."

### Creativity across the curriculum:

To ensure children experience the full range of Expressive Arts in the curriculum. Again, this is reflected in our plan for next session (Priority 2): "Creativity in the curriculum will allow children to express themselves through a variety of ways, including all the Expressive Arts."

### Health and Well-being.

Continue to provide activities to support children's emotional well-being. This will include developing a whole school programme of activities/ experiences to promote the language of well-being/ Connection, across the whole school. In our Improvement plan for next session, this is our third improvement priority: "Children will use the Language of Well-being/ Connection to describe their feelings. The school and nursery will work to regain the strong sense of community, before the school closures of 2020/ lockdown."

This year, we invited Education Scotland to look closely at our work, since lockdown 2020. Although this was not an inspection, there was a high level of scrutiny. Ed Scot reported that:

"Staff participated in professional learning to improve strategies for sharing planned outcomes for learning activities and the quality of feedback to children. They developed a shared understanding of effective feedback. These approaches support continuity in learning and teaching in all classes. As a result, children are clear about what they are learning and how they can identify success.

There is a warm, supportive ethos across the school. Relationships are a key strength of the school and viewed as the foundation for effective learning. Led by the senior leadership team, staff have developed a deep understanding of how children display their emotions and needs through their behaviour. This approach helps staff to support effectively the wellbeing of all children and their families through the impacts of the pandemic."

The visit affirmed much of the good work we do at Pitteuchar East and, through discussion with Ed Scot, we were able to clarify our next steps, to build on current good practice.

## Attainment of Children and Young People (Primary and Secondary)

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	75%	76%	93%	86%
P4	78%	72%	91%	81%
P7	81.5%	70%	90.5%	79%

**Evaluative statement of attainment over time:** Good. Although our attainment exceeds our “stretch targets, we want to ensure that each child achieves their potential. We will continue to look at each child, very much as an individual. Most children who are outwith expected levels now have short term targets. In order to achieve Very Good in this area of the school’s work, we plan to expand this, next session, to ensure that all children, including those within expected levels, also have individual Short-Term Targets. All children should know what their targets (next steps) are, and how to achieve these.

### Evidence of significant wider achievements

Our Digital School Award reflected the work done in the school. Children have a wide range of digital experiences and opportunities, and digital learning continues to be an integral part of our children’s learning.

### Impact of Local/National resources to support recovery within your setting (additionality of staffing) *(primary, special and secondary sector only)*

Additionality in staffing (teaching/support)	0.2 FTE teacher
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The teacher we were allocated came in one day per week and worked under the supervision of Support for Learning, supporting children to reach their short-term targets. Most of the children she worked with were able to achieve their short-term target within the predicted timescale. This work was, predictably, interrupted by absence cover, as teachers had to be absent because of Covid. However, this helped with the day-to-day running of the school, and prevented the Senior Leadership Team from being committed to lengthy periods of class cover.

### Scottish Attainment Challenge Funding

#### Progress:

What work/action had been undertaken towards this targeted intervention  
 0.8FTE teacher has undertaken additional Support for Learning responsibilities and overseen the short term targets in literacy and numeracy.  
 Acting PT early years has worked in the Early Level CfE, across the school and nursery, to ensure continuity of learning, introduced Play Pedagogy in Primary 1. The PT remit also included staff training in ELC, overseeing the opening of a new nursery extension, setting up the Under 3s’ room and ensuring equity of training & skills.  
 29 PSA hours have provided additional support to individual children to engage, promote inclusion and improve attendance/ punctuality.

#### Impact:

Almost all children who are outwith expected levels now have short term targets, to increase pace and evaluate progress over time. Liaison between school and outside agencies has been strong. This was reported by our partners, to HMIE during their supportive visit.  
 The nursery has consistent systems, environments and staff training. Play Pedagogy is observed, consistently in Primary 1.  
 Specific children have shown increased attendance and engagement, through activities provided. Almost all identified children report that Kitbag has supported them in understanding emotions and self-regulation. Teachers report that identified children have benefitted from their support, and children interviewed reported positively on their experiences. We currently have one child whose attendance is below 30% and 3 children whose attendance is between 40 and 50%.

**Next Steps:**

Focused work with identified families to improve attendance.

Continuing focus on Early Years, to ensure pace and challenge through play.

Create opportunities for identified children in SIMD 1 & 2 to enjoy activities to support development & growth through the Expressive Arts/ cultural opportunities, and activities to promote Healthy Living and well-being.

School/Setting Name   Pitteuchar East Primary School and Nursery.

**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	Very good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	

**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	Very good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Securing children's progress	Good	Good	Good	

Session 2022 -2023 Improvement Plan

<p><b>National Improvement Framework Priority:</b></p> <ul style="list-style-type: none"> <li>• <b>Improvement in attainment, particularly in literacy and numeracy</b></li> <li>• <b>Closing the attainment gap between the most and least disadvantaged children and young people</b></li> </ul>	
<p><b>Focused Priority:</b>  <b>Attainment will continue to improve, in keeping with our 5 year stretch targets.</b>  <b>All children will have short term targets, to increase pace and evaluate progress over time.</b>  <b>Writing will be evaluated and assessed across the curriculum to ensure transference of skills.</b></p>	
<p><b>HGIOS4 Quality Indicators</b></p>	<p><b>HGIOELC Quality Indicators</b></p>
<p>Attainment:            1.1 Self-evaluation for self-improvement- collaborative approaches to self-evaluation            1.2 Children and young people leading learning            1.3 Strategic planning for continuous improvement            2.3 Quality of teaching            2.3 Effective use of assessment            2.3 Planning, tracking and monitoring            2.4 Personalised support- Universal, targeted and removal of barriers to learning            2.6 Transitions            3.2 Attainment in literacy and numeracy            3.2 Attainment over time</p>	<p>1.1 Self-evaluation for self-improvement            1.4 Leadership and management of practitioners            3.2 Securing children’s progress -Progress in communication, early language, mathematics, health and wellbeing            2.2 Curriculum            2.3 Learning, teaching and Assessment            2.4 Personalised Support -Universal and targeted            2.6 Transitions</p>

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Most (75%+) children will be within expected levels in literacy and numeracy. Attainment in Writing will continue to exceed our stretch target at P1,4 &amp; 7. Note: Writing will be assessed across the curriculum, with identified groups being assessed in writing through health &amp; well-being/ Expressive Arts/ Cultural experiences.</p> <p>Stretch target for literacy = Stretch Target for numeracy=</p>	<p>A sustained programme of Quality Assurance activities will be implemented. This will, as always, include termly attainment discussions. QA calendar will be shared with teaching colleagues and EYOs.</p> <p>Our annual Attainment Strategy will be updated (August 2022) shared and discussed with all teaching colleagues.</p> <p>All children will have short term targets. These will be shared with learners.</p> <p>Our Feedback Agreement will be revised, to ensure continued consistency across the school.</p> <p>Data from SNSA and BASE will be discussed with teachers, to ensure pace and challenge across targeted year groups.</p>	<p>Senior Leadership Team Class teachers</p> <p>HT Class teachers</p> <p>Class Teachers Support for Learning Teacher</p> <p>HT Class teachers</p> <p>DHT E Murray J Peggie N Henderson L Peden C Methven C Paton J Martin. Early Years Development Officer</p>	<p>Data, throughout the year and end of year declarations.</p> <p>Actions agreed in the document will be observed/ monitored through Quality Assurance activities.</p> <p>Quality Assurance evaluations/ pupil voice.</p> <p>Direct Observations/ feedback from groups of children.</p> <p>Direct observations Attainment tracking</p>	<p>Quality Assurance calendar to be shared with teaching colleagues 24/8/22, after SLT discussion. May be amended after collegiate discussions. EYOs – issued by</p> <p>Attainment strategy to be revised (Aug 2022) and shared with teaching colleagues.</p> <p>Discussion 17/8/22 + included in Working Time Agreement (16/8/22)</p> <p>Feedback Agreement to be revised (Aug 2022) and shared with teaching colleagues</p> <p>Data to be disseminated and discussed, as soon as available + revisited by Class Teachers to inform planning.</p>





<p><b>National Improvement Framework Priority:</b></p> <ul style="list-style-type: none"> <li>• <b>Improvement in children and young people's health and wellbeing</b></li> <li>• <b>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b></li> </ul>	
<p><b>Focused Priority:</b> <b>Creativity in the curriculum will allow children to express themselves through a variety of ways, including all the Expressive Arts.</b></p>	
<p><b>HGIOS4 Quality Indicators</b></p> <p>2.2 curriculum</p> <p>2,3 Learning, Teaching and Assessment</p> <p>3.2 Raising attainment and achievement.</p> <p>3.3 Increasing creativity and employability.</p> <p>1.1 Self-evaluation for self-improvement.</p>	<p><b>HGIOELC Quality Indicators</b></p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching and assessment</p> <p>3.1 Wellbeing.</p> <p>3.2 Securing children’s progress</p> <p>3.3 Developing creativity and skills for life and learning</p>

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All children will have the opportunity to explore the full range of Expressive Arts across the curriculum. Their skills in these subjects will be evaluated and discussed through plenary sessions and assessment (Peer, self and teacher assessments).</p> <p>Children will be aware of UNCRC Rights, and actions outlined in The Promise. These will be discussed as a whole school/ nursery team.</p> <p>All children will experience 2 hours of high-quality PE every week.</p>	<p>Through a programme of staff development opportunities, led by school colleagues, teachers will be more confident in teaching and assessing Art, Music, Drama and Dance. Creativity will be at the core of these subjects to develop and demonstrate skills.</p> <p>Teachers will revisit the Benchmarks and skills progression to ensure continuity and progression of learning.</p> <p>Assemblies Class lessons Opportunities for play/ exploration in nursery.</p> <p>Professional discussion/ agreement around 2 hrs to ensure all colleagues understand the expectation around this.</p>	<p>Key colleagues to lead staff workshops and discussion groups.</p> <p>DHT Class teachers/ PSAs/ EYOs</p> <p>C Williams- Scottish Attainment Fund All teachers</p>	<p>Observations. Collegiate discussions Feedback from learners Feedback from teachers' survey.</p> <p>Pupil voice.</p> <p>Tracking is completed across the whole school. Pupil voice.</p>	<p>Workshops: 21/9/22 5/10/22 2/11/22</p> <p>Information sent to teachers in week 1 re: UNCRC class charters. Whole staff 18/11/22</p> <p>Inset day 16/8/22 Staff discussion 24/8/22</p>

<p>Identified groups of children will experience wider achievement and success in Expressive arts and Theatre Confidence will increase through peer and self assessment..</p>	<p>Working in small groups.</p>	<p>T Clarke- Scottish Attainment Fund</p>	<p>Observations Pupil voice</p>	
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**Ongoing Evaluation**

**This should be updated as part of on-going cycle of self-evaluation**

<p><b>National Improvement Framework Priority:</b></p> <ul style="list-style-type: none"> <li><b>Improvement in children and young people's health and wellbeing</b></li> </ul>	
<p><b>Focused Priority:</b></p> <p><b>Children will use the Language of Well-being/ Connection to describe their feelings.</b></p> <p><b>The school and nursery will work to regain the strong sense of community, before the school closures of 2020/ lockdown.</b></p>	
<p><b>HGIOS4 Quality Indicators</b></p>	<p><b>HGIOELC Quality Indicators</b></p>
<p>2.5 Family learning – Engaging families in learning.</p> <p>2.4 Personalised support</p> <p>3.1 Well-being/ inclusion and equality</p> <p>3.2 Raising attainment – overall quality of learners' achievement and Equity for all learners.</p> <p>.</p>	<p><b>2.2 Curriculum</b> - Learning and developmental pathways / Pedagogy and play</p> <p><b>2.5 Family learning</b> - Engaging families in learning</p> <p>2.7 Partnerships - Engagement of parents and carers in the life of the setting</p> <p>3.1 Ensuring well-being, equality and inclusion</p>

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>Most (75- 90%) children will be able to discuss their feelings in an articulate, consistent way. It is likely that this will be closely linked to the Well-being Indicators.</p> <p>Children will benefit from parents and partner agencies being offered opportunities to be involved in their learning/ wider achievement in school.</p> <p>Identified children will work with outside partners to build confidence and create links with other agencies in the community.</p>	<p>A shared and consistent approach will be developed by colleagues, across the whole school, based on our strong success in securing positive relationships and the impact of that on Learning and Teaching.</p> <p>Opportunities for parents to share children’s learning through Teams will be revisited and refreshed.</p> <p>Opportunities for parents to share their child’s learning in school will be created. Children will create SWAYS of their ongoing learning to share with parents, linked to QR codes.</p> <p>A whole school event to share learning will be organised, similar to previous events in STEM.</p> <p>Scottish Attainment funding will be used to develop links with outside organisations and partners.</p>	<p>Programme of activities created by HT &amp; DHT, discussed with all colleagues, and implemented by all adults across the school.</p> <p>All colleagues – SLT, PSAs, Class teachers.</p> <p>Mandy Hall + additional PSA2 (to be appointed).</p>	<p>Feedback from learners.</p> <p>Observations.</p> <p>Feedback from colleagues.</p> <p>Observations.</p> <p>Feedback from parent survey/ comments gathered at events.</p> <p>Feedback from children in discussion/ focus groups.</p> <p>Feedback from colleagues.</p> <p>Feedback from learners and outside agencies.</p>	<p>Whole staff discussions on INSET Day 18/11/22</p> <p>Initial discussion re: Parent workshops and activities 28/9/22.</p> <p>Follow up discussions/ agreement of next steps: 22/2/21 and 17/5/23</p>

## Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

<b>National Improvement Framework Priority:</b> <ul style="list-style-type: none"> <li>• <b>Improvement in attainment, particularly in literacy and numeracy- NURSERY</b></li> <li>• <b>Improvement in children and young people's health and wellbeing - NURSERY</b></li> </ul>	
<b>Focused Priority:</b>	
	<b>HGIOELC Quality Indicators</b>
	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.4 Leadership and management of practitioners</li> <li>3.2 Securing children's progress -Progress in communication, early language, mathematics, health and wellbeing</li> <li>2.3 Learning, teaching and Assessment</li> <li>2.4 Personalised Support -Universal and targeted</li> <li>2.6 Transitions</li> <li><b>2.2 Curriculum</b> - Learning and developmental pathways / Pedagogy and play</li> <li><b>2.5 Family learning</b> - Engaging families in learning</li> <li>2.7 Partnerships - Engagement of parents and carers in the life of the setting</li> <li>3.1 Ensuring well-being, equality and inclusion</li> </ul>

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children will be encouraged to use the language of learning from the beginning of Early Level.	Play Plenaries will be introduced in the Early Years setting, to promote the language of learning. Input on Learning walls from Early Years Team	HT C Muir (Peripatetic nursery teacher). <i>Early Years Development Officers</i> All EYOs in 3-5 yr olds playrooms.	Observation Learners' feedback.	Initial whole staff discussion – 26/10/22 Continuing 15/2/23 (INSET Day)
All children will benefit from improvements in technology, in the nursery setting and increased experiences in STEM activities.	Improvements will be based on findings from a Technology Audit (Term 1). This may involve seeking funding to support improvements. Staff training will be a consideration – skills audit and programme of training opportunities to be created.	HT J Cullen (EYO) ASIST – technology audit.	Observations Feedback from learners.	Terms 1 and 2
All children will benefit from enhanced opportunities for outdoor play.	Audit of outdoor area will be conducted and evaluated against Core Provision. All children will benefit from Forest Kindergarten.	HT EYOs	Observations Feedback from Learners Feedback from Learning Partnership.	Jenn and Anna to do initial audit – 26/8/22 Follow up discussion with Jill Fraser Wk Beg 29/8/22 to create action plan for this priority.
Children's learning will be supported by open-ended activities/ resources to promote imaginative play and curiosity.	Discussion time and money for resources will be offered to staff, pending a room audit carried out by SLT.	HT C Muir All EYOs	Children will engage with these resources, in an independent way. EYO colleagues will be observed scaffolding sustained thinking and high quality discussions.	Term 2 – initial discussions. Observations from Learning Partnership 22/11/22



<p>All parents will have the opportunity to share their child's learning.</p> <p>Nursery children will benefit from Kitbag experiences.</p>	<p>A programme of events to allow parents to see their child in nursery will be created. Regular updates, through SeeSaw will be further developed. Children's progress will be discussed with parents and parents will be encouraged to be active partners in their child's learning.</p> <p>All EYOs will be trained in using kitbags</p>	<p>HT EYOs</p>	<p>Feedback from parents.</p>	<p>PLJ discussion with parents x3 sessions Regular stay and play sessions. Book bug and PEEP starting in Term 1.</p>
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<p><b>Ongoing Evaluation</b></p>

<b>Attainment Fund Rationale</b> Improve attendance and engagement	<b>Amount of Fund</b>		
<p>What is the rationale behind your identified actions?          What are your gaps?</p> <p>We have identified 8 children whose attendance is below 30%, 5 of those children will still be on our roll next session. We will have 15 children whose attendance is currently below 80%. Next session, we hope to significantly improve attendance amongst those identified.</p>			
<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>Less than 30% - attendance will rise to over 60%</p> <p>Less than 80% - almost all learners in this group will have an improvement in attendance of between 10 and 30%.</p>	<ol style="list-style-type: none"> <li>1. Pupil Support Assistant to liaise with the families of the identified children to identify and remove barriers to attendance.</li> <li>2. Pupil Support Assistants will continue to provide a 'walking bus' every morning.</li> <li>3. Parental communication for identified learners will include attendance discussions</li> <li>4. Pupil Support assistants will run small groups with identified groups of pupils to engage with the wider community and support engagement in learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupil Support Assistant and HT will identify and collate potential barriers to attendance.</li> <li>2. Parents and pupils views on attendance barriers sought.</li> <li>3. Attendance records will identify trends and improvements.</li> <li>4. Attendance % for identified learners will be monitored weekly and shared with children and families.</li> </ol>	<p>What has been the impact?</p>

<b>Attainment Fund Rationale</b> Improve engagement in wider achievement	<b>Amount of Fund</b> £5.5k + £28,811		
<p><b>What is the rationale behind your identified actions?</b>  <b>What are your gaps?</b>          Across the school we will identify groups of children whose wider achievement/ experiences in the Expressive Arts/ Cultural experiences/ Health and well-being activities has been limited, through the impact of lockdown or financial constraints or resources at home. Due to restrictions around COVID and the increase in financial hardship, many children have missed out on wider cultural experiences, eg, Visiting a library, seeing a live performance, visiting sites of interest outwith the local area, using the local sports centre, etc.</p>			
<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>All children, initially those in SIMD 1 and 2 (centile) will have a range of creative and cultural experiences, many of which will be sustainable.</p>	<p>Recently, it has been apparent that many of our families are experiencing financial hardship. In a recent parental survey (Sept 2022), it became clear that there was a significant role the school could play, to widen our children and families' range of experiences.</p>	<p>Surveys/ pupils voice/ model for improvement strategies.</p>	<p><b>What has been the impact?</b></p>

