



## Touch School and Nursery

### Standards and Quality Report Achieving Excellence and Equity

#### Context

<b>Setting/School Roll (including ELC/ASC)</b>	292+ nursery			
<b>FME</b>	P4-7 23%			
<b>Attendance (%)</b> 95.13%	<b>Authorised</b>	2.29%	<b>Unauthorised</b>	2.59%
<b>Exclusion (%)</b>	0%			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£120,263 (£89,440 +15% additional of £13,416 + carry forward £17,407)			

Our school and nursery vision is 'Touch School and Nursery, a community with learning at its heart; striving for excellence for all.' This was last reviewed with all stakeholders in 2017. We have four school values: Honesty, Aspiration, Respect and Kindness. Everything we do and say is based on these values. Children, families and staff are all well aware of these values and our actions relating to these.

Our aims are:

- To provide an ethos where children are valued and happy as their wellbeing needs are met and their learning is supported and challenged.
- To ensure children develop across the four capacities (Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor) and live our school and nursery values.
- To equip our learners with the skills, knowledge and attitudes for learning, life and work.
- To provide an equity of experience and opportunity to ensure all learners are able to fulfill their potential.
- To raise attainment and narrow the attainment gap.

#### Improvement for Recovery Priority Work

Session 2020 – 2021

Remote Learning

Raising attainment – narrowing the gap from lockdown

NIF Priority

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

**Improvement in attainment, particularly in literacy and numeracy**

NIF Driver

Teacher professionalism

Parental engagement

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

3.2 Raising Attainment and Achievement / Securing children's progress

2.6 Transitions

2.4 Personalised Support

2.3 Learning, Teaching and Assessment

**Progress:**

#### Remote learning

- Ongoing surveying of parents regarding IT resources at home and the allocation of devices to support learning at home. Consultation with families during remote learning regarding their experiences and expectations.
- Homework using the platforms needed for home learning during lockdown to ensure skills are maintained by staff, children and parents and device information is current
- SeeSaw resource adopted by nursery and P4 (had initially only been used by P1-3)
- Digital devices and Wi-Fi spots distributed to families as necessary. Families supported in set up and use as needed.
- Continued staff development and training on approaches, platforms and resources for home learning

- Collegiate working of staff to share learning on remote home learning, to share resources to ensure consistency and to share workload to allow children in school to have access to a teacher whilst maintaining good online contact with those working at home
- Help channel on Teams developed for P5-7
- Flexibility increased in remote home learning in response to parent feedback (core work each day, extension work and general practice for those who wanted more, Friday Family Learning for those who had children across multiple stages or who needed some time to catch up on core work Monday – Thursday)
- Clear expectations set to parents, children and staff about what learning would look like during lockdown. This continued our work on the 4 part lesson model and visible learning strategies.

### **Raising Attainment**

- Play based pedagogy in P1-3 further developed – staff training and practitioner enquiry
- Talk to Write programme developed P1-3 – staff training given and programme at initial stages of implementation
- Programme of assessments at P1-3 developed and work on this at P4-7 started but not yet completed
- Purchase and use of Comprehension and Literacy boxes to practice core skills in literacy at P3-7
- Each nursery room began a project with a focus on literacy (Rainbows – Communication, Little Stars – Reading and Sunbeams – story scribing). These will continue as areas of priority next year.
- Development and use of revised mental maths framework at P4-7.
- Staff continued to develop their own practice in the use of the 4 part lesson model, feedback and the use of learning intentions and success criteria. Additional input was given to probationer teachers in these areas.

### **Other Consultations**

Consultations took place with staff, parents and children at the end of the year to inform next steps:

- Pupils were asked to discuss in their class what would make our school better and then agree on 2 or 3 priorities as a class. Their suggestions were varied with 4 out of 11 classes prioritising children being kinder to each other and showing better behaviour and regard to resources. Children also prioritised things which would make them happy such as being able to socialise with more children or other events / opportunities which COVID mitigation measures have reduced. When asked about how we should spend our budget almost all classes wanted excursion time.
- Parents were asked what their top 3 priorities for next year would be (this was based on the priorities identified by staff with the option of 'other'). Wellbeing was seen as the most important priority with 60% of respondents selecting this, 40% of respondents suggested achievements and pupil voice, with writing, lesson structure and outdoor area development being selected by 33% of respondents. When asked about the use of the budget 525 felt this should be used on additional staffing.
- Staff prioritised Emotional Wellbeing and Pupil Voice / Personalisation and choice, along with attainment. They also felt this could be best impacted through the use of additional staffing.

### **Impact:**

- From monitoring of remote learning, almost all experiences had appropriate learning intentions and success criteria shared with children. From most classroom walkthroughs the 4 part lesson model was in use and clearly displayed for children. Most children were aware of the learning intentions and success criteria however in some classes there continued to be a dis-connection with children not understanding the purpose of this and how it related to their learning. The monitoring of remote learning showed most teachers gave feedback which brought about improvements in children's learning. In some classes this was evidenced by children re-submitting pieces of work showing the improvements they had made from the feedback. Almost all classes evidenced age appropriate self-assessment practices during remote learning. Through discussions with staff and pupils almost all classes made use of WAGOLLs and WABOLLs to demonstrate or co-create success criteria. Most children felt this helped improve their learning.
- Almost all teachers in the early years had attended training on the Talk to Write programme and had begun to implement this.
- Through discussions and focus groups, almost all staff and pupils in Rooms 1-3 felt the development of their outdoor area had improved learning experiences for children. Children were more engaged in their learning and for some children this was where they were most comfortable learning.

- Planning meeting discussions and observational evidence in classrooms show an increased understanding of play based pedagogy in all P1-3 classes. Almost all children in these classes reported they have time to pursue their own areas of interest in learning. By the end of P3 a few children were showing less engagement with the play-based learning opportunities on offer.
- Nursery communications project showed most children are confident identifying the range of signs they have been introduced to and are using them in their everyday conversations. Those who are non verbal are not yet using them.
- Nursery 5 a day book project showed most children could talk about the characters, key storyline, their thoughts and feelings etc when asked. Started off quite positive with very good engagement from most children. Props were being added as the time went on which were more beneficial to our younger group. As the time went on however, our most keen listeners became bored with the same stories over and over again and began asking for different texts. We did however, see more independent reading and retelling of these particular books. We did see an improvement in engagement and listening skills for a few of our younger children. The repetition on a particular book showed engagement that wouldn't have been the before. Most younger children were willing to sit and listen to full story and emerging ability to retell and re-enact the story. Seen more independent reading from this group and more requests from a particular child with this particular story.
- Nursery story scribing project: it was quite difficult to engage the children in this activity in a natural way without guiding them or their story, but we think this skill will come with time and practise. There was only a few of children who would actively participate, these were mostly the group of pre-school children. The children did enjoy hearing their scribed stories read back to them, both in a group setting and 1 to 1. The pre-schoolers showed an interest in identifying letters familiar to them.

**Next Steps:**

- *Time must be spent ensuring children understand the purpose of learning intentions, success criteria and feedback so that they are empowered to lead their own learning.*
- *Agreed school assessment programme needs to be consistently used and fully implemented across the whole school and nursery. This needs to be added to the induction of new staff. New progress in learning section for nursery PLJs will require awareness raising with staff. Continued Elips training and Elips intervention toolkit for nursery staff. (on nursery improvement plan for next year)*
- *Talk to Write programme needs to be fully implemented in P1-3 and steps for nursery and into P4 identified. Overall writing attainment indicates this should be a major area for improvement, and will feature on school and nursery improvement plan next year*
- *Outdoor area outside E 1 and 2 will require development in line with the outdoor area already developed outside Rooms 1-3.*
- *Children would benefit from the establishment of 'feedback' routines and time to use feedback from their peers, teacher and self to bring about improvements right away*
- *Play based learning at P3 and beyond needs to be developed*
- *Nursery communications project will begin to sue signs with new starts in August and active participation of non-verbal children*
- *Nursery5 a day book project will look continue to have a core set of books for a set time but will look at what the optimum length of time is along with a variety of new books on offer.*
- *Nursery story scribing project will continue and look at staff interactions through story scribing*

**Improvement for Recovery Priority Work  
Wellbeing**

**Session 2020 - 2021**

NIF Priority  
**Improvement in children and young people's health and wellbeing**  
NIF Driver  
**Teacher professionalism**

HGIOS 4 Quality Indicators  
HGIOELC Quality Indicators

3.1 Ensuring Wellbeing, Equality and Inclusion  
2.2 Curriculum  
3.2 Raising Attainment and Achievement / Securing Children's Progress

**Progress:**

- Staff training on trauma informed approaches and PACE to support the wellbeing of children.
- A structured programme using EmotionWorks recovery was put in place to support wellbeing.
- The Treehouse online resource was purchased as an additional tool to support staff and pupil wellbeing. Initial training for school staff on the use of the resource was given.
- Staff were signposted to professional reading on supporting wellbeing and key resources – with this information saved on the school server for continued use.
- Emotional and physical wellbeing was seen in as a priority across the whole school – increased opportunities for children to be physically active outdoors, visit from Common Wealth Games Steph Inglis (GB judo) and Olympian Chris Bennett (Hammer)
- Parents were signposted to wellbeing resources for themselves and their children.
- During lockdown the emotional and physical health of pupils was continued as a priority, with daily activities set.
- Additional opportunities were put in place to continue our strong community identity e.g. activities during lockdown, virtual services, online assemblies in school and during lockdown, Friday Film Club to share the work happening in classes across school, whole school events such as NHS spitfire flyby
- A range of stories were identified for younger children in the nursery which supported children's understanding of emotions. These were then used to support the children.
- Regular check ins were held with children regarding how they were feeling – both during lockdown and when children were physically present in school and nursery.
- Parents were surveyed on their own and their children's wellbeing.

**Impact:**

- A survey during lockdown asked parents to rate their own emotional and mental wellbeing and that of their child. This showed an average rating of 3.1 out of 5 for our parents (22% scored 2 or below), 3.7 out of 5 for our children (6% scored 2 or below) and 4.3 out of 5 for the relationship between parent and child (less than 2% scored 2 or less).
- SHINE survey of P7 pupils carried out soon after children returned to school following lockdown, showed 20% of boys and 17% of girls rating their health as excellent and no child reported their health as poor. When asked to rate their happiness an average overall rating of 8.3 out of 10 was given by boys and 7.8 out of 10 given by girls. On average girls gave happiness over their appearance the lowest rating and boys gave the future their lowest rating. 38% of girls and 20% of boys reported low mood. 96% of girls and 94% of boys liked school, but 46% of girls and 20% of boys felt pressured by schoolwork.
- Reports from staff and monitoring of the instances support was requested to attend classes compared with prior to lockdown and after lockdown showed an increase in 50% of classes, a decrease in one class and about the same level in the remaining classes.
- From staff observations, almost all children in nursery were able to use colours and visuals to show how they feel

**Next Steps:**

- *Analyse the SHINE results in more detail with staff and use this to inform steps for next year – initially this would appear to be strengthening our programme to look at appearance and aspirations/ future; targeting particular pupils for our Brighter Thinkers group, supporting pupils to deal with pressure and stress*
- *Trauma informed practice, nurturing approaches, PACE must all continue as a priority to support wellbeing across the school*

**Attainment of Children and Young People****Attainment evidence June 2021- school**

Stage	Maths	Listening and Talking	Reading	Writing	Stretch target for 2021
P1 achieved Early Level	87%	90%	81%	45%	71.7%
P4 achieved First level	82%	91%	79%	67%	71.7%
P7 achieved Second level	77%	85%	77%	73%	71.7%
Overall	81%	88%	79%	63%	71.7%

Just over 30% of P1 children who we expected to achieve Early level in writing did not quite achieve the level, most likely due to an additional self-isolation period following lockdown. We expect this level to be quickly achieved in P2. Extra support will be put in place.

Our stretch aim target for session 20/21 was 71.7% and 76.2% for session 21/22, which was met in each organiser apart from writing. This will be an area of focus for next session.

### Nursery Elips

42% of pre-school children on entry to nursery scored below age expectation (red) using Elips in one or more areas (doing, using, saying) and required additional support. 13% scored below age expectation in all three areas with all 42% showing a difficulty within the saying category. Using the Elips assessment prior to leaving nursery 74% were now at an age appropriate level in all 3 areas of doing, using and saying . 10% of children were still below age expectation (red) in all 3 categories.

### Nursery attainment levels

Nursery pre-school				
	maths	Listening and talking	reading	writing
% working at early progressing (not including deferrals)	82%	88%	91%	91%

### Evidence of significant wider achievements

- All children in P7 were given the opportunity to develop their team working skills, alongside perseverance and problem solving during their Ardroy on Tour experience.
- P7 pupils learned new skills in 3D printing.
- P6 pupils increased their artistic skills and creativity through working with a local artist as part of the Dunfermline Story Book project. All of the pupils in Room 7 will have their art work included in the resulting book and display of work.
- Pupils in P6 learned application form writing and interview skills through the application process for Junior Leaders and House Captain. Successful candidates in Junior Leaders have begun to learn further skills in leadership and teamwork.
- All P5 pupils learned to play a musical instrument (ukulele) despite us not being able to participate in our normal youth music initiative activities (guitar or pennywhistle).
- Pupils across P3-5 increased their communication skills, sense of community when they wrote to residents of a care home and NHS 'heroes'.
- Pupils in P1 and 2 learned decision-making skills as they planned and created their outdoor area.
- Pupils in the nursery learned important skills in resilience as they moved nursery location twice over the year.
- Everyone in our school developed their IT skills to support them with remote learning. Our tech team from P5-7 learned new skills to record learning in classes to share with the whole school at Friday Film Club. Everyone learned a lot more about health and wellbeing, especially the strategies we can use to support our emotional wellbeing. Visits from two sports stars (Steph Inglis and Chris Bennett) helped us understand the connections between our physical and emotional wellbeing and how we can overcome adversity.
- Everyone learned planning and organisational skills as every class planned, designed and ran their own Sports this year.

### Expectations for remote learning

Information was shared with all staff regarding our school expectations for remote learning. Pupils in P5-7 used Teams and pupils in nursery to P4 used Seesaw. Where a pupil was struggling with Teams in P5 Seesaw was used. At the beginning of each day the teacher would outline the tasks and leaning of the day -either through a

visual list or verbally. Each day a literacy, numeracy, active (tasks to keep physically active) and one other task for children was set with new learning explained either through a video presentation, Powerpoint or worked examples. Teachers also presented a verbal text each day (reading a story /poem /part of a novel). All tasks had an identified Learning Intention and Success Criteria. Feedback was given on each task completed. Staff were expected to respond to questions or requests for support within 1.5 hours within the school day. Tasks were expected to be differentiated as they would be in school, with advice given to parents and pupils on support and challenge. Monitoring of this on a daily basis ensured this was adhered to by all staff.

In addition to this staff also provided a set of ongoing learning activities which families could dip in and out of, such as learning times tables or number bonds, common word spellings etc). Family Learning Friday was also introduced with Sways posted with activities which could be used with children across multiple stages.

Staff were expected to complete weekly engagement level sheets and to alert their DHT if there was no engagement from a child for more than one day. Staff engaged with families usually through telephone calls throughout the lockdown period, with increased contact for those families who were showing lower engagement levels.

A guide for parents was also written and shared so that parents knew what to expect and how they would be supported. We were able to respond quickly to those families who required more support. Expectations for pupils were written within the tasks.

### **Data for engagement levels**

Almost all pupils engaged in remote learning during most of the lockdown period. There was a reduction in engagement on a few weeks such as the week of the Inset and holiday, the week when P1-3 returned and P4-7 were still working from home and the last week of home learning for P4-7.

Week	Lower threshold (less than 2)	Higher thresh-hold (less than 5)	comments
1 11/1	93%	89%	
2 18/1	96%	90%	
3 25/1	94%	88%	
4 1/2	93%	89%	
5 8/2	91%	82%	Snow week
6 15/2	88%	Incomplete data	Last week for P1-3 , short week
7 22/2	90%	Incomplete data	
8 1/3	83%	69%	
9 8/3	84%	73%	
overall	90%	83%	Last week for P4-7

### **Feedback received from all stakeholders**

Through an online parent consultation most reported things were going well with remote learning, due to communication with the class teacher (including feedback on learning and encouragement), activities and tasks being pitched at the right level and areas of interest, flexibility for families and learning platforms which were easy to use or which families were now more familiar with. Making sure my child feels safe and making sure my child continues to progress with their learning was seen as the two main priority areas for parents during lockdown, with most parents identifying these two areas. In a similar survey the majority of children identified 4 main areas as most important to them during lockdown: having a few tasks set by their teacher, being able to connect with their teacher, being able to connect with their peers and spending time with their families.

### **Changes to previous practice as the result from learning/engagement which will be sustained**

Making sure we have supported families with having devices where they need to be is key along with families knowing how to use the devices and the learning platforms remains key. We were able to get up and running much more quickly during the second lockdown as a result of the work we have done in this area. We will continue to regularly survey families on digital devices and internet access along with setting homework on our digital platforms, to keep skills current. Staff will also continue to share learning videos and signpost families to appropriate websites as part of homework.

## Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)

<b>Number of devices provided to support learning at home</b>	51
<b>Additionality in staffing</b>	0.4 FTE

Additionality staffing was used in different ways throughout the year and was often used in conjunction with our PEF funding in order to maximise impact.

### Small group work provided in literacy to target pupils In P1-3 who had been most affected by the first lockdown(Term 1)

38 children were involved in groups of between 2 and 6 pupils. Most children achieved the learning target set.

group	focus area	progress	data
1	Focus on phonological awareness skills	One pupil ready to begin revision of SATPIN, other pupil requires adult support with PA skills.½ 50%	½ 50%
2	Focus, reading and blending	Group confident with blending CVC and first 25 common words. One pupil also benefitted from social aspect of small group learning.	4/4 100%
3	Focus phonics set 1	All pupils can recognise letter, identify sound and form the letter.	4/4 100%
4	Focus Blending	Group made excellent progress and can now blend CVC words independently.	3/3 100%
5	Focus blending	5 out of 6 pupils can now read and write CVC words. One pupil will require further intervention.	5/6 83%
6	Focus Reading, Fast track through Story World	3 out of 5 pupils worked through Story World stage 5 and 6 and are now ready to begin stage 7. Two pupils require additional practise of sight vocab.	3/5 60%
7	Focus blending CVC	Can all confidently read and write CVC words	5/5 100%
8	Focus initial sounds	All of group were able to identify initial sounds and progressed on to blending CVC words. 3 out of 5 were able to read and write CVC words and the other 2 require further over learning.	5/5 100% initial target 3/5 60% subsequent target
9	Focus Literacy phonics	Group achieved CVC reading and writing, moved on to consonant blends. 1 pupil very confident, the other 3 require additional support to hear sounds in words.	4/4 100% initial target ¼ 25% subsequent target

### Providing support in school for vulnerable children.

This allowed class teachers to focus on the learning and teaching of children working from home to provide a consistency of experience. Class teachers continued to set the learning for the children working in school who could then be supported in person by a teacher.

### Allowing the creation of an additional class at P3 following the second lockdown.

On return from the second lockdown 15% of pupils across P2/3 and P3 were showing significant distress and difficulties with self -regulation, which was also having an impact on their classmates. Initially small group support was put in place to support, but this had little impact. On return from the Easter holidays the two classes were split into small classes of 17-18 pupils, using the additionality in staffing , PEF and probationer cover This allowed class teachers to give more individualised support and created time and space to respond to individual need. The amount of time additional members of staff were called to support classes decreased. There was a decrease in distressed behaviour from almost all of the children who had previously been showing high levels of dis-regulation and distressed behaviour. Teachers noted that almost all of these children showed increased engagement in learning. They also noted improvements in engagement across the whole class as more time was dedicated to learning than behaviour management.

### Attainment Scotland Fund Evaluation (PEF/SAC)

#### Progress:

#### Professional learning

PSA staff training time PACE, nurture and trauma informed approaches

#### Purchase and use of resources to support learning

Toe by Toe to support individual learning in literacy  
 Power of 2 support individual learning in maths  
 Treehouse to support emotional wellbeing

**Purchase and use of resources to support partnership with parents**

SeeSaw

**Staffing**

Teaching staff to support small group work and individual coaching for targeted pupils in literacy and emotional wellbeing e.g. brighter thinkers, writing, phonics

PSA staff to support initials in readiness to learn and emotional wellbeing

Time for PSAs to liaise with CTs regarding targeted pupils

**Consultation**

Consultation survey with parents and children on what is important to them

Consultation with stakeholders on how we use our budget

Discussions with staff at planning meetings and Support for Learning meetings regarding how we best target support and types of support

**Impact:**

**Numeracy support**

34 children seen in small groups for numeracy P3-7, of those, most children fully met the target set and almost all met or partially met the target when multiple targets were set for a group.

Of children given 1 to 1 coaching in maths, all met the target set.

Group	Focused Intervention	Evaluation	Data
1	Numeracy- Bridging numbers bridging 100. Counting over the decades, number knowledge and relationships. Counting on and back in 2,5,10's.	Three out of the four children were successful in their learning in counting over the decades and in learning with accuracy the 2,5 and 10 times. table. One child could write with accuracy the 2,5- and 10-times table. Orally he could count on and back to 10. In his first language he could confidently orally count on and back in 2,5, and 10 to 100.	¾ 75%
2	Numeracy- numbers bridging 100. Counting over the decades, number knowledge and relationships. Counting on and back in 2,5,10's.	Five out the six children were successful in their learning in counting over the decades and in learning with accuracy the 2,5 and 10 times. table. One child out of the six did not attend school for the duration of the intervention.	5/6 83%
3	Numeracy- Bridging numbers bridging 100. Counting over the decades, number knowledge and relationships. Counting on and back in 2,5,10's.	All children were successful in their learning in counting over the decades and in learning with accuracy the 2,5- and 10-times table. One child out of the six did not attend school for the duration of the intervention.	3/3 100%
4	<ul style="list-style-type: none"> <li>Sequencing numbers to 100 forwards and backwards</li> <li>Number bonds to 20</li> <li>Minute a day – Numeracy</li> <li>Education City games</li> </ul>	All children showed increased accuracy, fluency with automaticity of sequencing numbers to 20 and their number bonds to 10.	4/4 100%
5	<ul style="list-style-type: none"> <li>Recognition of numbers to 20</li> <li>Sequencing numbers to 20</li> <li>Number bonds to 10</li> <li>6Minute a day – Numeracy</li> </ul>	Andrew could accurately read and recognise numbers to 20 and used his fingers to for number bonds to 10. One to one focused coaching helped to improve this child's engagement, motivation and success in learning.	1/1 100%
6	<ul style="list-style-type: none"> <li>Minute a day- Numeracy</li> <li>Education City games</li> <li>Number games -Addition to 20</li> <li>-Numbers to 100</li> </ul> Key Concepts laminated sheets laminated from home learning.	All children showed increased fluency with automaticity through the repeated practice of sequencing numbers forwards and backwards to 20. Two out the four children showed increased automaticity with their number bonds to 10.	4/4 100%
7	<ul style="list-style-type: none"> <li>Accurate touch counting</li> <li>Recognition of numbers to 10</li> <li>Sequencing numbers to 10</li> </ul> Number bonds to 5	High Absences Using toys (currently interested in) he demonstrated accuracy in counting up to 6 objects.  He could recognise quickly and accurately numbers to 5.  He could accurately count to 10 forwards and backwards.  Oral stories using his toy animals allowed him to show that he has conceptual understanding of number bonds to 5.	1/1 100%



8	<p><b>Focus for support was:</b> I can increment and decrement by 10 on and off the decade. I can use facile strategies for addition and subtraction in the range of 1 to 20.</p> <p>Adding and subtracting two-digit numbers, bridging 100 using jump strategies and split strategies</p>	<p>Three children can do this accurately. One child requires the support of a 100 square.</p> <p>Three out the four children can now use both jump and split strategies and use base ten materials to check their answers. One child is confident in using accurately only the split strategy.</p>	<p>¾ 75%</p>
9	<p>Quick refreshers of 2,5- and 10-times tables. Times Tables-conceptual understanding Numeracy Number word sequences - Counting on and back in 3s, and 4s. Sequence multiples in 3's and 4's using numerals up to 1000.</p>	<p>Two children can count on and back in threes and fours beyond 100. Two children can count on and back in threes and fours to 60. However, all children have linked their learning and can use various strategies giving them increased accuracy with the three and four timetables up to 12.</p>	<p>2/4 50%</p>
10	<p>Quick refreshers of 2,5,10. Times Tables-conceptual understanding Numeracy Number word sequences - Counting on and back in 3s, and 4s. Sequence multiples in 3's and 4's using numerals up to 1000.</p>	<p>Four out the five children are now confident and accurate in sequencing numbers in threes and fours beyond 36 and are improving their recall of their three- and four-times tables to 12. One child can accurately count forwards and backwards to/from 21 and has an improved conceptual understanding of multiplication.</p>	<p>4/5 80%</p>
11	<p>Power of 2-Numeracy. Basic Concepts and Conceptual Understanding. Reinforcement through repeated maths practice and development of calculation skills.</p>	<p>All children now have fast recall of their number bonds to 10, doubles, adding and subtracting 9, 10 and 11, nearly numbers to 100 and Halving numbers to 40. All children are reading numbers to 4000 accurately and can read all signs</p>	<p>5/5 100%</p>
12	<p>Power of 2-Numeracy. Basic Concepts and Conceptual understanding. Reinforcement through repeated maths practice and development of calculation skills.</p>	<p>All children now have fast recall of their number bonds to 10, doubles, adding and subtracting 10 and 11, nearly numbers to 100 and Halving numbers to 40. All children are reading numbers to 4000 accurately and can read all signs</p>	<p>3/3 100%</p>

## Literacy

10 children were seen in small groups for additional literacy input, of which the majority fully met the target set and most met or partially met the target where multiple targets were set.

Of children given 1 to 1 literacy coaching all were able to partially meet the targets set.

Group	Focused Intervention	Evaluation	Data
1	Literacy- comprehension, reading practise and punctuation	Four out the six children fully engaged with their learning and made excellent progress in answering comprehension questions using the posed question to start of their response and had accurate punctuation in the final weeks of the intervention. Two children when prompted were able to reflect and adapt their punctuation in the final weeks support sessions.	4/6 66%
2	<ul style="list-style-type: none"> <li>Initial sounds for blending</li> <li>Use of diagraphs</li> <li>Writing a sentence</li> <li>Teach your monster daily.</li> <li>Class target activities on Seesaw</li> <li>Initial sounds flash cards and games</li> <li>Daily read with Dandelion book and dictation of a sentence</li> <li>Minute a day- key words</li> <li>Minute a day- Phonics.</li> </ul>	<p>All children were able to write a simple sentence with a capital letter and full stop. Two children were able to use connecting words to extend their sentence.</p> <p>Three out four children were able to listen to the story and discuss key events and answer questions giving reasons for their answers.</p> <p>All children increased their recognition of common words to 25.</p> <p>All children could read, say and write the vowel diagraphs and increased their recognition of the consonant blends.</p>	<p>4/4 100%</p> <p>2/4 50%</p> <p>¾ 75%</p> <p>4/4 100%</p> <p>4/4 100%</p>
3	<ul style="list-style-type: none"> <li>Sounds -revise <b>sat pin</b>-jolly phonics actions.</li> <li>TD games and materials.</li> <li>Pre-reading skills- Dandelion Launchers picture books.</li> <li>Teach your monster to read</li> </ul>	<p>High Absence was success in learning the actions when shown flash cards but had difficulty orally sharing the sounds i and n. Repeated modelling of picture books allowed X to read the book with key points shared. He was able to say a full sentence with added extension by using detail e.g., the ball -the boy threw the blue ball to his friend.</p>	<p>0/1</p> <p>1/1 100%</p>

## **Wellbeing and Additional PSA time**

Additional PSA hours allowed for development of playground resources and calm boxes linking to Emotions Works strategies. These have been used by all targeted pupils. Although there has been only a slight change in the number of overall playground incidents, these have been of a less serious nature.

Kitbag training allowed most PSA staff to feel more confident using Kitbag as a support tool to aid wellbeing. Kitbag input with P3 girls developed peer relationships as well as helping to decrease the number of self-harm incidents from one pupil.

PSA staff have used the PACE approach and have researched strategies to support PDA behaviours. When surveyed, the majority of staff (75%) feel their confidence in trauma informed approaches has increased although they would like further input in this area. All felt their confidence using the PACE approach had increased with 63% saying they would like more time to put this into practice.. Most staff feel more confident to deescalate behaviour and restore relationships between themselves and children. Staff can now support children when their anxiety curve begins to heighten and have prevented meltdowns. Evidence of this has been seen through a decrease in dis-regulation with some targeted pupils.

PSA staff have engaged with training for minute a day phonics, colourful semantics and clicker 7. These sessions have allowed most PSA staff to support pupils in overlearning strategies. The majority of PSA staff were able to use these supports to aid children's learning whilst in the hub groups over lockdown. Most children who were given this additional support felt this had helped them, when asked. Staff have commented on plans to further develop the use of Clicker 7 next year with specific children from the P1 cohort who have additional support needs.

During lockdown all PSA staff made regular contact with key children to help aid wellbeing and engagement with online learning. Most parents of these children felt this had been helpful and supportive.

<b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b>				
<b>Quality Indicator</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	good	good	Very good	
<b>2.3 Learning, teaching and assessment</b>	good	Very good	good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	good	Very good	Very good	
<b>3.2 Raising attainment and achievement</b>	good	good	good	

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	good	good	good	
<b>2.3 Learning, teaching and assessment</b>	good	good	good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	good	Very good	Very good	
<b>3.2 Securing children's progress</b>	good	good	good	

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>
<b>Quality of care and support</b>	<b>Very good</b>		
<b>Quality of environment</b>	<b>Very good</b>		
<b>Quality of staffing</b>	<b>Not assessed</b>		
<b>Quality of leadership and management</b>	<b>Not assessed</b>		

**Appendix B**

**Session 2021 -2022 Nursery Improvement Plan**



<b>National Improvement Framework Priority:</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Drivers: teacher professionalism, assessment of children's progress				
<b>Focused Priority:</b> 90% of children score at an age appropriate level (green or amber) in all 3 areas of Elipse (doing, using and saying) by the end their pre-school year				
<b>HGIOELC Quality Indicators</b>				
1.2 leadership of Learning		2.3 Learning , teaching and assessment		2.4 Personalised Support 2.7 Partnerships
				3.2 Securing Children's progress in Learning
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
Staff are clear and confident on using Elips and planning for next steps in learning.  All children have value added between Elips assessments.	Staff training on ELips (or those who have not already had this) Buddying for staff who lack confidence carrying out ELips Staff training in next steps from Elips Sharing of information with cluster school on their Elips development Nexts steps / strategies agreed and framework created	Nursery teacher Room leads Cluster working	Elips observations Staff survey	As per Early years training opportunities in Oracle  Our frame work in place by March 2021 (use of f Nov and Feb inset days)
Staff are confident in their use of a range of strategies to support children's communication.  Staff are confident about when they need to refer to SALT.  Children are able to communicate their wants and needs and are progressing with their social use of language and vocabulary development.  Parent are aware of how to support the communication needs of their child.	Staff training on Communication High 5 and Early Years Communication handbook Programme of implementation of strategies agreed Share strategies and top tips with parents Singalong programme agreed and implemented Symbolisation strategy agreed and implemented	Rainbow room to pilot and lead	Staff survey Elips data Attainment data Parent survey	Communication to parents each term staff training as per Early years calendar  Room staff to update wider nursery team on how their project is going Terms 1 and 2, during whole staff meetings. Other teams to begin implementation Terms 3 and 4

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>Children are confident in their use of books and are able to re-tell a range of stories they are familiar with.</p> <p>Parents are confident in how to share stories and books with their child.</p>	<p>Professional Reading 'Foundations in Literacy'</p> <p>Agree use of stories / books strategy</p> <p>Project outline fine-tuned (initial outline already in place)</p> <p>Review opportunities for children to re-tell known stories within their play</p> <p>Share information with parents on sharing stories and re-telling opportunities. Possible parent group.</p>	<p>Little Stars room staff to pilot and lead</p>	<p>Observations of children – engagement and assessment of benchmarks within project outline</p> <p>Parent survey</p>	<p>Communication to parents each term</p> <p>Room staff to update wider nursery team on how their project is going Terms 1 and 2, during whole staff meetings.</p> <p>Other teams to begin implementation Terms 3 and 4</p>
<p>Children are able to tell their stories to adults and peers. They have an understanding of print carrying meaning.</p> <p>There is evidenced of improved vocabulary and more sophisticated grammatical structures within scribed stories, showing progress over time.</p> <p>Parents have increased understanding of early writing</p>	<p>Professional reading 'In the Moment Planning'</p> <p>Implement scribing of children's own stories</p> <p>Keep record of stories to show progression in children's vocabulary and grammatical structures</p> <p>Review opportunities for mark making and writing within children's play</p> <p>Share information with parents on the development of mark making, emergent writing and the value of scribing / showing adults write</p>	<p>Sunbeams room staff to pilot and lead</p>	<p>Observations of children</p> <p>Parent survey</p> <p>Pupil records – scribed stories</p>	<p>Communication to parents each term</p> <p>Room staff to update wider nursery team on how their project is going Terms 1 and 2, during whole staff meetings.</p> <p>Other teams to begin implementation Terms 3 and 4</p>
<p><b>Ongoing Evaluation</b></p>				
<p><b>This should be updated as part of on-going cycle of self-evaluation</b></p>				

<b>National Improvement Framework Priority:</b> improvement in children and young people's health and wellbeing Drivers: teacher professionalism				
<b>Focused Priority:</b> All children in nursery demonstrate high levels of wellbeing and engagement in learning outdoors by April 2022				
<b>HGIOELC Quality Indicators</b>				
1.2 Leadership of learning		2.2 Curriculum		3.1 Ensuring wellbeing, equality and inclusion
<b>Expected Impact</b>		<b>Strategic Actions Planned</b>		<b>Responsibilities</b>
Outdoor area developed and shows high levels of engagement from children using the area		Look at examples of other outdoor areas which are working well and have been identified as outstanding practice Review of literature – Achieving the Ambition, Play Outdoors etc Consultation with all stakeholders on the outdoor area and what they want from it.		All staff and pupils  All staff  Nursery teacher
		Plan with the children taking into account all of the above. Each room to lead on parts of the plan. Implement the plan – with support from parents (if mitigations allow) and others.		All staff and pupils  Room leads  All stakeholders
		Observe engagement levels of children and make changes to provision as appropriate.		All staff
				<b>Measure of Success (Triangulation of Evidence)</b>
				Observation of children (engagement) Pupil focus group Parent focus group
				<b>Timescales</b>
				By October 2021
				By January 2022
				By March 2022
<b>Ongoing Evaluation</b>				

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





<b>National Improvement Framework Priority:</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Drivers: teacher professionalism, assessment of children's progress				
<b>Focused Priority</b> Writing - Stretch target aim of 76.2% is met in Writing at P1, P4 and P7 by end of May 2022				
<b>HGIOS4 Quality Indicators</b>				
1.2 Leadership of learning	2.3 learning, teaching and assessment	2.4 Personalised Support	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>Teachers are more confident that their teaching of writing is having a positive impact on children's attainment in writing – they have a clear focus on next steps.</p> <p>Children are showing increasing levels of confidence in writing, know their next steps and are able to use feedback and supports to make progress.</p> <p>Attainment in writing is on track for meeting stretch aims.</p>	<p>Daily writing across the curriculum using structured approach of sentence to paragraphs for P3-7 input from 'The Writing Revolution' by J Hochman and N Wexler. Begins in classes from Sept 2021</p>	<p>Headteacher</p> <p>Class teachers</p>	<p>Attainment in writing</p> <p>Writing feedback</p> <p>Assessments – writing subskills</p> <p>Teacher confidence survey</p> <p>Pupil confidence survey</p> <p>Pupil engagement during writing times</p> <p>Pupil focus group dyslexic pupils – use of writing support tools</p>	<p>August Inset</p> <p>Follow up Feb inset</p>
	<p>Talk to Write input P1-2 (initial input has already taken place)</p> <p>Implementation of talk to Write in P1 to 3 classes</p>	<p>Raising Attainment Teacher, DHT</p> <p>Class teachers, PSAs</p>		<p>Feb inset</p> <p>From August 2021</p>
	<p>Writing support tools at a universal level agreed and in place in all classes.</p>	<p>Support for Learning</p>		<p>Staff meeting Term 1 and then in class time</p>
	<p>Children taught how to use writing universal tools. Children who require additional support tools taught to use these – focus on children with DLD and dyslexia.</p>	<p>Class teachers</p> <p>PSAs and Support for Learning</p>		<p>In class time by Oct 2021 and reviewed termly</p>

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
	Use of comprehension and literacy box resources agreed P3-7 (practise of key skills and widening areas of general knowledge and experience)	Class teachers Senior Leadership team		Planning meetings each term
	Development of WAGOLs and examples of pupil writing for different genres across first and second level for teachers to access.	Class teachers pupils		Collect as part of ongoing planning and preparation, share at departmental meetings
	Play based learning opportunities to develop writing at P1-3	Raising Attainment Teacher and DHT Class teachers PSAs		Departmental meetings
	Opportunities for children to write for real purposes and to share their writing with others	Class teachers, PSAs and leadership team pupils		Discussed at planning meetings
<b>Ongoing Evaluation</b>				
<b>This should be updated as part of on-going cycle of self-evaluation</b>				

<b>National Improvement Framework Priority:</b> improvement in children and young people’s health and wellbeing Drivers: teacher professionalism				
<b>Focused Priority: (Using the Wellbeing indicators) almost all children score 3 or above out of 5 in almost all areas of wellbeing by the end of May 2022</b>				
<b>HGIOS4 Quality Indicators</b>				
<b>1.2 Leadership of learning</b> 1.3 leadership of Change		2.2. Curriculum 2.4 Personalised Support	3.1 Ensuring wellbeing, equality and inclusion	3.2 Raising attainment and <b>achievement</b>
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
Pupil experiences of wellbeing are improved– pupil consultation shows they want to be happier and want to see other children behaving better and being kinder, treating others with respect and respecting our resources and building	Professional reading for all staff (Paul Dix ‘When the Adult Changes Everything Changes’ and ‘After the Adults Change, Behaviour Nirvana’) ‘Motivated Teaching’ by Small group professional reading groups set up from Sept 2021	Teacher led professional reading and action groups	Pupil survey Pupil focus groups Staff survey  Observed consistency in agreed adult approaches and language Observed pupil behaviours in line with school values	Curriculum Development times Groups agreed August inset
	Key points and initial expectations to all staff – approaches, classroom environment and what needs to be in place for all learners	Leadership team		Initial input August inset and first departmental meeting
	Ed Psych input meshing together PACE and Trauma informed learning from last year – Nov 2021	Ed psych		Nov inset

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success ( <i>Triangulation of Evidence</i> )	Timescales
<p>Pupil's feel they have a voice in school and are listened to. They have a greater understanding of what being listened to means (their views are taken into account but understand that every individual is part of our community and every individual can't get everything they want).</p>	Rights Respecting Schools – Gold? award achieved / ready to be assessed by June 2022	PT pupils Links with cluster plan		Within PT out of class time Ready to be assessed June 2022
	Achievement system revised in session 20/21 will be fully implemented from August 2021	Classroom teachers responsible for leading within their own class Pupils		Within normal class time from August 2021 Reviewed within departmental meetings each term
	Vision, values and aims reviewed with all stakeholders by Dec 2021	Headteacher		Dec 2021
	<p>Outdoor learning and school excursion calendar /framework</p> <p>Development of extension outdoor area</p> <p>Development of playground spaces</p>	<p>Senior leadership team</p> <p>Raising Attainment teachers</p> <p>Raising attainment teacher, E1,2 teachers and pupils</p> <p>Pupils, PSAs</p>		<p>January 2022</p> <p>October 2021 (class time)</p> <p>April 2022 (PSA inset Nov, Feb)</p>
	<p>Pupil groups re-established</p> <ul style="list-style-type: none"> <li>• Pupil Council</li> <li>• Rights Respecting Schools</li> <li>• Wellbeing</li> <li>• Junior Leaders</li> <li>• House Captains</li> <li>• Tech Team</li> <li>• Consult with pupils on any other groups needed and allowed within mitigations e.g. playground development team, Library Leaders</li> </ul>	<p>Groups led by a range of staff</p> <p>Pupils</p>		<p>Groups formed by October 2021</p> <p>Meetings at least once per term with pupil responsibilities agreed at each meeting</p> <p>Consultation</p>

	P4-7 children involved with Woodmill new campus work	Cluster plan link PT P4-7 pupils		June 2022
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
	Health and Wellbeing framework updated – link to values, takes account of findings from SHINE survey 2021  Treehouse resource development	DHT and Support for Learning Teacher  P7 teacher		April 2022
	Assembly focus on values and behaviours	School leadership team		Termly plan
	Play based learning pedagogy developed from nursery to P7 <ul style="list-style-type: none"> <li>• Classroom environment</li> <li>• Teacher directed experiences</li> <li>• Teacher initiated experiences</li> <li>• Child initiated experiences</li> <li>• How we plan for these experiences</li> <li>• Balance of these experiences on a continuum from P1-7</li> </ul>	All		Nov Inset Curriculum development Planning meetings
<b>Ongoing Evaluation</b>				
<b>This should be updated as part of on-going cycle of self-evaluation</b>				



**Appendix C**

**Session 2021 -2022 Improvement Plan – PEF Plan**



<b>Attainment Fund Rationale</b>	<b>Amount of Fund £120,263 (£89,440 +15% additional of £13,416 + carry forward £17407)</b>		
<ul style="list-style-type: none"> <li>• Analysis of attainment against stretch aims for 2021 show a shortfall in writing in P1 of 31% (mainly down to a group of children who had missed out on additional learning in the final term due to a period of self-isolation in addition to their lockdown time) – this will link with School Improvement planning priority in writing and Nursery Improvement planning priority in communication</li> <li>• Analysis of attainment data for children with English as an additional language shows a few who do not have basic functional literacy in English</li> <li>• Of those children with below 90% attendance 75% lived in SIMQ 1-6, as opposed to 6% living in SIMQ 15-20</li> <li>• Analysis of calls to support classes analysed with the numbers at P3 and P6 (will be P4 an P7 for this PEF plan) showing higher than normal levels. Discussions with teachers and pupils at this stage show a number of pupils in distress and struggling to re-engage with school life and its routines. Of those identified pupils 59% at P6 lived in SIMQ 1-6 as opposed to 32% at SIMQ 15-20; at P3 68% lived in SIMQ 1-6 as opposed to 16% at SIMQ 15-20</li> <li>• Parent survey showed parents struggling with their own mental health and where children did not engage well with remote learning this was often down to parent shaving difficulty getting their children to comply. This then became a feature for these same children when they returned to school. Consultation with parents on the use of PEF funding showed the majority felt funding should be used for extra staffing during the school day.</li> </ul>			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Impact on learners Ongoing evaluation</b>
<p>Improve attendance of targeted group from an average of 80% in 20/21 to 90% in 21/22 by May 2022</p>	<ul style="list-style-type: none"> <li>• Point of contact in school to work with families where attendance is an issue.</li> <li>• 1: 1 coaching for pupils in P4 onwards with attendance below 70%. During Term 1 this will focus on children with 70% or less attendance in the previous school year. Thereafter it will look at those with 70% attendance this school year.</li> <li>• 1;1 support for the parents of children in P1-3 where attendance is below 70%. Use of Family Support service where necessary.</li> <li>• Review of attendance every 4 weeks.</li> <li>• Develop parent network to support the walk to school (walking routes too widespread for staff support).</li> </ul>	<p>Attendance data</p>	
<p>Group of 11 learners in P2 achieve Early Level writing by October 2021</p>	<ul style="list-style-type: none"> <li>• PSA Talk to Write training</li> <li>• PSA support in class – focus on how to use support strategies such as phonics mat, key words to support writing</li> </ul>	<p>Attainment data Observation of play Evaluation of classroom environment</p>	



	<ul style="list-style-type: none"> <li>• Additional teaching time in small group situations – focus on phonics and use of sounds to write words and then structure sentences.</li> <li>• Additional adult time to support writing during play and draw children’s attention to writing resources within the area.</li> <li>• Careful planning of P2 area to ensure lots of writing opportunities within play</li> </ul>		
<p>(Position in June 2021: 38% of pupils at end of P3 and 53% of pupils at end of P6 showing anxiety and dis-regulation)</p> <p>80% of P4 and P7 pupils are able to self-regulate to allow themselves and others to learn by Dec 2021.</p> <p>80% of P4 and P7 pupils have developed the skills to support positive wellbeing and use strategies to support their wellbeing (ie. levels of happiness, engagement, anxiety) by May 2022.</p>	<ul style="list-style-type: none"> <li>• PSA training on Paul Dix material.</li> <li>• PSA support for pupils outwith class for those who require time and space to self-regulate before returning to class - ‘triage’</li> <li>• PSA refresher on Kitbags and Lego Therapy.</li> <li>• Structured kitbag, Lego therapy and Brighter Thinker groups proactively planned and supported by PSAs in class</li> <li>• Children taught to use these tools to support themselves independently so that this can be sustainable</li> <li>• Purchase of ‘You are a champion; How to be the best you can be’ by Marcus Rashford for P7 pupils.</li> <li>• ‘Workbook’ to be written by PT as a companion to the book.</li> <li>• This will be used as a focus in class during Term 1 and then referred to throughout the year</li> </ul>	<p>Attainment data</p> <p>Pupil views – survey</p> <p>Behaviour data (support calls to class, teacher data)</p>	
<p>Most parents of target group of P4-7 children feel more confident in their parenting. Most children in the target group feel safe, supports and boundaries are in place at home, by March 2022.</p>	<ul style="list-style-type: none"> <li>• Purchase of ‘Proactive parenting’ by Mandy Silagari.</li> <li>• Parent group run by PT to discuss book and for parents to share experiences and strategies</li> </ul>	<p>Parent survey</p> <p>Child survey</p>	

Targeted pupils with English as an additional language to develop functional literacy (basic nouns and verbs, sentences to make needs and wants known, simple grammatical sentences)	PSA support with literacy tasks Additional teaching time with a focus on functional literacy	Literacy assessment data Observation of children in real life situations Pupil views on their functional literacy competence	
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**Appendix D – Pupil Equity Financial Plan Session 2021 - 2022**

**Allocated Amount: £120,263 (£89,440 +15% additional of £13,416 + carry forward £17407)**

Cluster	School	Staff	Dates	Intervention	FTE	Amount £
Woodmill	Touch	DHT	April - July 2021:	leading PEF projects - data	0.2	
Woodmill	Touch	SFL	April - July 2021:	small group - HWB (brighter thinkers)	0.1	7853
Woodmill	Touch	PSA	April - July 2021	small group and individual work - HWB (kitbag, emotion works, nurture, lego therapy) Lit - minute a day phonics		9980
Woodmill	Touch	Teacher	August - July 2022	targeted small group work - raising attainment in literacy and numeracy T1 P2 Writing focus; allow PT time out of class for Mindset workbook development	0.28	15680
Woodmill	Touch	Teacher	Feb 2022 - July 2022	targeted small group work and individual coaching in literacy and numeracy based on assessment evidence in terms 1 and 2; allow PT time out of class for parenting group	0.6	12600
Woodmill	Touch	PSA	August - July 2022	small group and individual work - HWB (kitbag, emotionworks, nurture, lego therapy), Lit - minute a day, Toe by Toe, attendance coaching, English as additional language support	60 hrs per week	60079
					<b>total</b>	<b>£106,192</b>

Cluster	School	Focus	Intervention (be specific about service to be provided)	Name of Provider	Annual Amount	Expected Length of Engagement
Woodmill	Touch	HWB	Mindset and aspirations P7	Book - You are a champion How to be the best you can be by Marcus Rashford	£4.99 x 45	Term 1 focus time and referred to throughout the year
Woodmill	Touch	HWB	Parenting group	Book - Proactive parenting by Mandy Saligari	£15.99 x 10	
Woodmill	Touch					
Woodmill	Touch					
Woodmill	Touch					
Woodmill	Touch					
				<b>Total</b>	<b>£384</b>	

Key  
L- Literacy  
N - Numeracy  
HWB- Health and Wellbeing  
IT - IT software/ hardware

PL- Professional Learning  
PE - Parental Engagement

