

EARLY YEARS FUNDING

Our school and Early Years Class is made up of children who are all unique and have their differences. Within the early years class, we had a number of children last session, with varying sensory needs, and who are on the Autistic Spectrum. One of our mummies, Miss Mackie, decided that she wanted to raise money within the community to further equip our early years class with resources to support and benefit the children. She organised and took part in a number of sponsored events, including running into the freezing cold sea and holding discos for the local children. She then made a substantial donation to the early years. The staff used the money to purchase sensory equipment and set up a quiet calm area within the early years to enable children to regulate their emotions and join in with their peers. We can't thank Miss Mackie enough for her support.



WHAT'S IN STORE FOR SESSION 2022-2023

We have witnessed some good successes in Session 2021-22 and want to watch these continue and grow as we move onto the new session of 2022-23.

School Improvement Planning - through planning for the session we hope to address areas of the academic curriculum as well as the health and wellbeing of our pupils. We are :

- * Having a focus on **reading**. We have identified through self-evaluation and data that our reading in school could and should be better. Children find the comprehension of reading difficult and therefore struggle working with text. This will be a focus in session 2022-23 as we used SHORS strategies to help with the understanding of text.
- * Looking at the planning and delivery of **numeracy and maths** across the school. We have developed new plans for taking numeracy forward, allowing for flexibility of grouping and learning. We hope that this will allow greater breadth and depth of learning, ultimately raising attainment.
- * Raising awareness of **emotional regulation** and how to identify and cope with our feelings. We have found that since lockdown, our children struggle more with their emotions and those of others. We hope to provide them with the tools and vocabulary to deal with their emotions and understand why we often feel the way we do.
- * Exploring **neurodiversity** by understanding that sometimes we think and behave differently to others. We will set up a group of pupils and staff to help review our practice and understand how we can improve what we do in school to support *every* child to fulfil their potential.



Dreghorn Primary School, Education Support Resource and Early Years Class



Celebrating our Successes:

Standards and Quality Report—Session 2021-22

Our Standards and Quality Report reflects on the previous sessions work, highlighting the things that we did throughout the session then detailing what we expect to take forward in this session. We hope you find it interesting.

NATIONAL IMPROVEMENT FRAMEWORK

Every year we strive to do better. School improvement is important to us and we work hard at raising standards and expectations of all of our children.

Each session we need to report back to the Local Authority on where we feel we are in 4 main areas. In doing this, we rate ourselves against the National standards from 6 (excellent) down to 1 (unsatisfactory). This year we evaluated ourselves as:

Q.I 1.3 Leadership of Change - 4

Q.I 2.3 Learning, Teaching and Assessment - 4

Q.I 3.1 Ensuring wellbeing, Equality and Inclusion - 4

Q.I 3.2 Raising Attainment and Achievement - 4

We feel we are making improvements across the board. Teachers' are more secure in their judgements and we are working with pupils' to improve all areas of learning.

We need to continue working hard at Getting It Right For Every Child and hope that working together with our parents and carers and our children will ensure we are always making a difference.



Ratings

- 6—Excellent
- 5—Very Good
- 4—Good
- 3—Satisfactory
- 2—Weak
- 1—Unsatisfactory

RAISING ATTAINMENT—THE DATA FOR 21-22

As well as providing the children with a positive school experience and working on their mental health recovery as we moved out of COVID-19, we had to try and ensure that we were raising attainment across the board with a focus on literacy and numeracy. We must submit figures from Primary 1, 4 and 7 to the Scottish Government. The picture for Session 2021-22 on the whole was looking up.

Primary 7

Meeting expected level		
Session	20 - 21	21 - 22
Numeracy	54.88%	72.1%
Writing	57.1%	65.2%
Reading	61.9%	65.2%
Listening & talking	78.13%	76.8%

Our data from Primary 7 shows an improving picture. The percentage of children reaching the expected level of CfE before moving on to Secondary school has increased in Numeracy, Writing and Reading. We hope to improve on this in Session 2022-23.

Primary 4

Our Primary 4 data shows really good improvements. The children have made progress across all curricular areas. This was an excellent step towards recovery although we still have room for improvement in all areas.

Meeting expected level		
Session	20 - 21	21 - 22
Numeracy	44%	73.9%
Writing	38.3%	64.3%
Reading	56%	71.4%
Listening & talking	82.2%	83.3%

Primary 1

Meeting expected level		
Session	20 - 21	21 - 22
Numeracy	78.1%	67.1%
Writing	71.9%	55.9%
Reading	78.1%	58.8%
Listening & talking	66.7%	76.5%

Our data from Primary 1 has shown a remarkable dip. As a staff we will need to review why this might be and consider the supports to be put in place in Session 2022-23 to ensure that more children are achieving their expected levels before the end of Primary 2.

Early Years Milestones

The early years milestones have shown that our children in the eyc made super progress in Session 21-22.

Meeting expected level		
Session	20 - 21	21 - 22
All milestones	79%	97%

PARENTS IN PARTNERSHIP

It's been difficult over the past two sessions to engage parents in the life of the school. But as the 'new normal' came about we were keen to have the parents back into school where ever we could.

Early Years 'Stay and Play'—we started back our 'stay and play' sessions within our eyc. We limited numbers, however, manage to get almost someone through the door for every child. This allowed our parents and carers opportunity to experience play alongside their little one.

World of Work—Primary 5 began a topic exploring the world of work. This gave the parents the opportunity to come into class and speak to the children about their jobs, what it entails and how they could aspire towards that career when they were older. We had 13 parents contribute to this with wide and varied job roles, from working on an oil rig to being a mental health nurse.



Parent Group Meetings—as we were allowed to open up the school we began holding parent group meetings. These meetings not only involve some chat and information but coffee and a cake! In Session 2021-22 we held 5 meetings in-person, covering a range of topics from *communication*, *transitions* and *emotional regulation*. We will be hosting these in Session 2022-23 as well as they were so successful and we wish to build on this positive start.

Bang the Drum! - Primary 5 took part in 'bucket drumming' with Mr Boax, the music teacher. They were amazing and to celebrate how fantastic they were, we invited their parents in to watch and listen to them playing.

Open Afternoon—we like to invite our parents in to see around the classes and go through their child's work with them. Due to COVID-19 this was halted. We were super excited to start this back up and in May 22, we invited the parents and carers in. We had a 89% turn out, which is one of our highest participation numbers.

Parents' Evening—it was great to be able to invite our parents and carers back into the building for a face-to-face parents' meeting. Although we have been able to provide written reports and a telephone call, speaking face-to-face with one another allows for better communication.



Parental Feedback—in May we gave all parents and carers who visited at Parents' Evening the opportunity to complete our school survey. We had 206 responses. Each question was rated 1—5, with 5 being the best and 1 the least. On the whole most questions averaged between 4 and 5. We know we have lots to work on but were please to find that **87%** of pupils were happy in school and **85%** of all parents and carers surveyed were happy overall with the service the school provides. We will continue to try and improve the work that we do and hopefully it will be reflected in next sessions results.

PARENT COUNCIL & PTA

We have an incredibly supportive Parent Council and PTA. Our parents and carers help to make the school part of the community. Due to COVID-19, it was more difficult for the PTA to fundraise, however, as we moved back to 'normal' they got busy.

Ladies Night—the ladies in Dregghorn like a fun night out! The PTA organised a Sally Buxton, psychic night, held at the local pub. This was well received by parents and it was a packed house. Lots of funds were raised through this and the support of donations from the local community.

Donuts— after school, on a Friday, towards the end of term, our PTA sold donuts to the children and their families. Who knew how lucrative this could be!!



PARTICIPATORY BUDGET – PC

As a school we have been developing loose parts play within the playground. Loose parts play encourages risky play, co-operation, turn taking and problem solving. In order to help resource this, our Parent Council put us forward for the North Ayrshire Council Participatory Budget. All children across the authority could vote for who they felt should get the funding; we were lucky and were successful in our bid. We thank the Parent Council for their efforts in this.

Loose Parts Play (LPP) —Miss Gaetano, our ESR Principal Teacher, is in charge of loose parts play. She used the money from the funds to organise training for all teaching and non-teaching staff to enable them to use LPP within class learning and during breaks. We developed 'play leaders'. These children came from Primary 6 and 7 and have been taught how to organise and distribute the play equipment but also help the children 'play'. The budget helped to purchase special 'play leader' jackets for them to wear, whistles for their use and will fund training from our LPP experts. We also purchased lots of equipment for the children to play with; crates, ropes, tarpaulin and tyres. Our children's creativity is blossoming.



CELEBRATIONS!

World Book Day—In March, we celebrated World Book Day in style. Our children chose their favourite book character and came to school dressed up. We had lots of fun completing 'reading' activities and guessing each other's book.

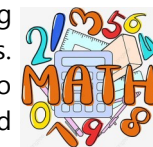


Platinum Jubilee—Session 2021-22 saw the Queen on the throne for 70 years! We celebrated by dressing in red, white and blue, eating cake and having a huge party in the park!

SCHOOL IMPROVEMENT

Each session we have a focus on school improvement. This often focuses on areas of the curriculum and/or fall in line with the authority improvements. In session 2021-22 we were working on:

Raising attainment in Numeracy—we had a focus on developing numeracy groupings, working on planners and developing number talks. With a focus on developing numeracy planning, we empowered staff to lead change by improving planners, focusing on number talks and bringing fluidity to numeracy groupings. Staff were supported in this development through successful team-teaching sessions with a focus on their individual concerns in teaching numeracy. This helped us to see an increase in attainment in both Primary 4 and 7. Unfortunately, this was not repeated in Primary 1, where there was a fall in those attaining the expected level.



Raising attainment in writing—we used the resource 'Talk 4 Writing' approach to raise attainment in writing. Our focus was on writing fiction, with the children learning how to build a story. Again, we saw an increase in attainment in both Primary 4 and 7 and a fall in Primary 1. Talk 4 Writing will continue to be used to allow the children to embed the skills they've learned last session.



Improving staged intervention to be more targeted—we held additional meetings and ensured that the pupils' had a say in their targets. Through training with staff, we learned how to be more specific in the targets we were giving the children, allowing them to be measurable and achievable.



Developing communication methods—Staff across the school engaged with professional learning opportunities to help support both ESR and mainstream children who have difficulties with Social Communication and Emotional Regulation. As such, there has been an increase in the strategies, approaches and physical supports in place across almost all classes.



Increasing ESR pupils' time spent within the mainstream setting—both ESR and mainstream staff worked collaboratively to give the ESR children as many experiences as possible in the mainstream environment. This included social opportunities as well as more time in class. Most children significantly increased their time in their mainstream classes. One child successfully transitioned out into their community mainstream school over the course of the year. Of the 18 children, all children were able to engage with their mainstream peers in a social environment.



PUPIL EQUITY FUNDING—PEF

In session 2021-22, we received £78,413 in Pupil Equity Funding. We used the money to :

Support play pedagogy in Primary 1 and 2 with an early years practitioner - in session 20-21 we used play in Primary 1. It provided a smooth transition for the children entering schooling from nursery and research shows that it is beneficial for communication, language, problem solving skills and can allow a broader coverage of the curriculum. In session 2021-22 we decided to use £10,818 of our PEF money to buy in an early years practitioner to help us facilitate play in Primary 1 and 2. We found that this allowed for an increase in personalisation and choice, increased opportunities for pupils' leading learning, increased enjoyment in tasks, increased concentration and understanding during targeted learning opportunities and increased coverage of early level experiences and outcomes.



Will we continue play? Yes. We will continue to use play in Primaries 1 and 2 however, it will no longer be funded by the PEF.

Provide a Nurture teacher to help with our children's health and wellbeing—we found that after COVID lockdown, more children were presenting with poor mental health or needed a little bit of support to deal with their feelings and emotions. We spent £3,765 on delivering a Nurture Class across the school. We saw and *felt* excellent improvements through the use of nurture right across the school. As pupils' emotional regulation was a focus in the room this helped the classes feel calmer and safer for most pupils.



Will we continue nurture? Yes. We plan on continuing nurture into next session, however will not be funded this through PEF.

Provide a support for learning teacher to help raise attainment across the school— we found upon our return from lockdown, our children's attainment was not where we hoped it would be, basic skills were lacking and confidence had dropped. We spent £51,809 on a Support for Learning teacher. There was good progress made by most of the pupils who undertook support for learning. From those who were supported in numeracy, there was a 67% improvement. In reading, a 91% improvement was made and in spelling a 50% improvement was seen.



Will we continue to have an additional support for learning teacher? Yes. We have taken the decision to use PEF money to pay for a support for learning teacher. We are using them slightly different in session 2022-23 however, hope that this will allow for sustainability in the partnership working undertaken.

LEARNING FOR SUSTAINABILITY GARDEN PROJECT



At the end of session 2021-22, with help from the Learning for Sustainability team, we applied for a Learning for Sustainability Grant.

We were successful in attaining this and received just over £3000, allowing us to begin the garden project.

Resources—Lots of essential resources were bought in order to make working in the garden easier, for example, a whole class set of outdoor clothes, wellies, backpacks, gardening equipment and much more. These resources have made developing our garden viable.

Team working—Primary 6/7 and their teachers, Mrs McClory and Mrs Brown, have organised and led the project. They have worked alongside different people and organisations in order to improve our garden. *Emma Brown*, from the learning for sustainability team, has been an excellent help. She has helped plan and deliver lessons, provided resources as well as fantastic whole school ideas to help get everyone involved. The *Scottish Wildlife Trust* has been to observe the progress the garden has made and work alongside the class to provide improvements and next steps. The class teachers have worked alongside *Dumfries House* to develop lesson ideas whilst promoting growing and sustainability resulting in great successes in the garden and a trip to Dumfries House for the children.

Tasty Produce—Primary 6/7 worked hard at weeding, pruning and turning the soil to enable them to start planting. As well as flowers to encourage wildlife they plant things we can eat. In session 2022-23, we will be able to pick and eat, carrots, beetroot, onions, tomatoes, kale, parsley, potatoes, peas, brussel sprouts, strawberries and blueberries ! It's certainly a fabulous variety of goods.

Sunflower Competition—To get the whole school involved in the garden, Primary 6/7 ran a Sunflower growing competition. They provided each class in the school with seeds and the equipment needed to grow the sunflowers. It has taken until August for the competition to end....Primary 1 were the winners and celebrated with a garden party organised and held by Primary 6/7.

Sharing Good Practice—Our next steps in the garden will to be continuing to encourage more classes to use the space, plant the earth and taste the produce grown. Mrs McClory is presenting at a STEM learning event at Eglinton Estate alongside the learning for sustainability team.

