



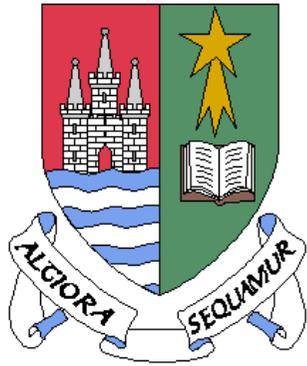
# Holmston Primary School

## School Improvement Plan

2020 - 2021

WORKING WITH PARTNERS  
AND COMMUNITIES TO  
MAKE LIFE BETTER

*south*  
**AYRSHIRE**  
COUNCIL



## Our Values

Respect  
Responsibility  
Fairness  
Honesty  
Courage



## Our Vision

It is our vision that the pupils at Holmston Primary receive an education for the 21<sup>st</sup> Century, which encompasses sound educational knowledge and understanding, responsibility for the environment and knowledge and opportunities to enable them to lead healthy, active lives.

They will value and contribute to their community, while their wider achievements will be celebrated and learners will have a voice in the school community.

This education for the 21<sup>st</sup> century will be delivered in a motivating manner which results in the pupils of Holmston achieving the 4 capacities of Curriculum for Excellence enabling them to become successful learners, confident individuals, responsible citizens and effective contributors.

### Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

### Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

## South Ayrshire Council Plan

1. Effective Leadership that promotes fairness
2. Reduce poverty and disadvantage
3. Health and care systems that meet people's needs
4. Make the most of the localeconomy
5. Increase the profile and reputation of South Ayrshire and the council
6. Enhanced environment through social, cultural and economic activities

## Children's Services Plan

1. Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
3. Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
5. Ensure children and young people have a voice in influencing service delivery that affects their lives.

## Educational Services Plan and National Improvement Framework Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained positive school leaver destinations for all young peopleThe proportion of young people and adults with relevant qualifications is increased.

## National Improvement Framework-Drivers

1. School Leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School Improvement
6. Performance Information

## Summary of School Improvement Plan

ASPECT OF HGIOS4?		TARGETS FOR 2019/20	NIF PRIORITIES AND DRIVERS
1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change 1.5 Management of Resources to Promote Equality 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.6 Transitions 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	1	<b>To continue to raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum</b>	<ul style="list-style-type: none"> <li>• <i>Improvement in attainment for all, particularly in literacy and numeracy</i></li> <li>• <i>Closing the attainment gap between the most and least disadvantaged children</i></li> <li>• <i>Improvement in employability skills and sustained positive school leaver destinations for all young people</i> <ul style="list-style-type: none"> <li>○ School improvement</li> <li>○ School leadership</li> <li>○ Teacher professionalism</li> <li>○ Assessment of children's progress</li> <li>○ Performance information</li> </ul> </li> </ul>
1.3 Leadership of Change 1.5 Management of Resources to Promote Equality 2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transitions 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	2	<b>To support closing the attainment gap whilst challenging all learners to meet their full potential by embedding the 'GIRFEC' principles and through the life and ethos of the school</b>	<ul style="list-style-type: none"> <li>• <i>Improvement in children's and young people's health and wellbeing</i></li> <li>• <i>Improvement in attainment for all, particularly in literacy and numeracy</i></li> <li>• <i>Closing the attainment gap between the most and least disadvantaged children</i> <ul style="list-style-type: none"> <li>○ School improvement</li> <li>○ School leadership</li> <li>○ Teacher professionalism</li> <li>○ Assessment of children's progress</li> <li>○ Performance information</li> </ul> </li> </ul>
1.3 Leadership of Change 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	3	<b>To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop skills for learning, life and work</b>	<ul style="list-style-type: none"> <li>• <i>Improvement in employability skills and sustained positive school leaver destinations for all young people</i> <ul style="list-style-type: none"> <li>○ School improvement</li> <li>○ School leadership</li> <li>○ Parental engagement</li> </ul> </li> </ul>

<b>Target 1. To continue to raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum</b>				
<b>What Outcomes Do We Want To Achieve?</b>	<b>How Will We Achieve This?</b>	<b>Lead Person</b>	<b>Start and Finish Dates</b>	<b>How Will We Measure Impact On Children and Young People?</b>
<p>All pupils experience a curriculum which enables them to achieve, be successful, confident, responsible and effective in school, work and life.</p> <p>All pupils experience a progressive and engaging curriculum that provides opportunities for creativity and employability</p> <p>Almost all pupils become more confident in developing the creativity skills of being curious, problem-solving, being open-minded and being imaginative</p>	<p><b>Developing Policies and Enriching Creative, Pedagogical Approaches to Teaching and Learning</b></p> <p>Review and implement revised Teaching and Learning Policy and curriculum rationale – ensuring it is research based and includes:</p> <ul style="list-style-type: none"> <li>• AifL</li> <li>• Guidance on LI and SC, plenaries, feedback</li> <li>• Growth mindset</li> <li>• Self-regulation and meta-cognition</li> <li>• Habits of Mind</li> <li>• Talk partners</li> <li>• Linked to UNCRC</li> <li>• The importance of play and child-centred learning in infants</li> </ul>	RH	<p>Term 2 to review Term 3 to develop Term 4 implement <b>June 2021</b></p>	<p>Learning visits and jotter monitoring reflect policy statements and 100% of visits identify the quality of teaching and learning is identified as good or better</p> <p>Pupil profiles reflect policy.</p> <p>Pupil survey indicates that almost all pupils enjoy learning and are making progress.</p>
	<p>As part of the Teaching and Learning Policy, implement the creativity planning framework linked to DYW and MTV</p>	HM/CT	<p><b>January 21 –</b> publish framework Focus on two aspects each term</p>	<p>All staff identify they are more confident in teaching creativity across the curriculum through feedback and discussion.</p> <p>Learning visits and professional dialogue identifies that there are more open-ended opportunities for children to be creative.</p> <p>Displays across the school reflect MTV approaches to promoting thinking across a range of subjects.</p> <p>Creativity skills are evident through discussion, feedback and observation of pupils undertaking tasks.</p>
	<p>All staff are updated in and are embedding further Making Thinking Visible across the curriculum Developing strategies to promote higher order thinking skills and creativity skills.</p>	CT/HM/RH/PT	<p><b>Ongoing throughout session June 2021</b></p>	<p>Displays across the school reflect MTV approaches to promoting thinking across a range of subjects.</p> <p>Creativity skills are evident through discussion, feedback and observation of pupils undertaking tasks.</p>
	<p>CLPL for staff on creativity across learning, AifL strategies including target setting growth mindsets, Develop a programme and approach to enable pupils to use self-regulation and meta-cognition.</p> <p>Further develop the approaches to creativity to include employability skills and contributing to the local/wider community. Identify possible business partners</p>	PT / Class teachers	<p><b>Term 2/4</b></p>	<p>There will be an increase in the number of business partnerships.</p>

<p>All pupils in P1 and P2 experience a rich and creative play-based learning environment.</p> <p>Almost all pupils in P1 and P2 achieved expected levels by the end of the year in Numeracy and Literacy</p>	<p><b>Extend play-based learning in P1 and into P2</b></p> <p>Extend play based provision into P2. Establish learning environment, resources and CLPL for new members of staff.</p>	PT/CT	Term 1/2	Learning visits and professional dialogue indicate environments are effectively set up.
	<p>Introduce a pilot for an online profiling system in P1 and P2 - 2simple. This can be used for transition from P1 and P2 and supports assessment and tracking. This can also be shared with parents and used for target-setting and reporting on next steps.</p>	PT/CT	Term 1/2	Feedback from staff, parents and pupils identify effective system of profiling in place with clear progress, strengths and next steps
	<p>Further CLPL provided for and delivered by staff on play-based approaches.</p>	PT/CT	As identified	Staff are confident in delivering play-based learning approaches
	<p>Develop further opportunities for Outdoor Learning (linked to PEF)</p>	CT	As soon as 'normal' routines in place	Parents understand how approach promotes learning.
	<p>Parents presentation and workshop on play-based learning.</p>	CT		All pupils feel supported and are included
	<p>Establishing a Nurture group for vulnerable children. Continue to forge links and develop the already positive relationship with Wallacetown colleagues to ensure smooth transition from Nursery to P1</p>	KR/CT	On-going	Enhanced effective transition procedures are in place and pupils settle confidently into P1
	<p>Develop and pilot 'Maths through Stories' project</p>	CT/SM	on-going	Almost all pupils are engaged and motivated to learn and explore maths through a range of strategies linked to stories.
<p>Pupils have an increased range of strategies to solve problems, are resilient mathematicians and have positive attitudes towards numeracy and mathematics. Planned learning meets learner's needs.</p>	<p><b>Meeting learner's needs, improving pedagogy in Maths – link to PEF</b></p> <p>PT for Maths to lead on the following aspects:</p> <ul style="list-style-type: none"> <li>All Staff trained and confident in using concrete, pictorial, abstract approaches to the teaching of mathematics and promoting mathematical mindsets and mathematical reasoning</li> <li>Additional resources identified for teaching numeracy and purchased for each class to enrich the learning experience</li> </ul>	SM SM/RH  RH	on-going April 2021	Over time all pupils use concrete materials to develop understanding, articulate visually their understanding and solution to a problem before being ready to use more efficient and abstract approaches. This will be evident through quality assurance processes.

<p>Average CEM score for pupils achieving less than 100 is increased consistently to 91%</p>	<ul style="list-style-type: none"> <li>• Mathematical Mindset Training</li> <li>• CLPL for staff on CPA approaches and Bar modelling with a focus on the four operations</li> <li>• Parental Workshops on supporting at home</li> </ul>	<p>RH/SM</p> <p>SM</p>		<p>Problem solving approaches and mathematical reasoning are an integral part of the learners' experiences.</p>
<p>Pupils experience a consistent and holistic approach to assessment to ensure progression in learning.</p>	<ul style="list-style-type: none"> <li>• Develop an Assessment and Reporting Rationale as part of the Curriculum Rationale.</li> </ul>	<p>RH</p>	<p>December 2020 April 2021</p>	<p>Pupils and Parents/Carers are aware of progression through the curriculum at key points through the year.</p> <p>Assessments support pupils and staff in setting and reviewing learning targets, develop planning and tracking progress.</p>

<b>Target 2. To challenge all learners to meet their full potential, are inclusive and aware of their own health and wellbeing by embedding the 'GIRFEC' principles and through the life and ethos of the school</b>				
<b>What Outcomes Do We Want To Achieve?</b>	<b>How Will We Achieve This?</b>	<b>Lead Person</b>	<b>Start and Finish Dates</b>	<b>How Will We Measure Impact On Children and Young People?</b>
All pupils experience a positive and consistent school ethos and understand what is important about Holmston and our expectations.	<p><b>Reviewing the vision statement</b></p> <p>Involve all stakeholders in reviewing the vision of the school to ensure it is ambitious and focuses on improvements in outcomes for all ensuring consistency in approaches.</p>	RH	Term 3 March 2021	All stakeholders can articulate the shared vision of the school.
All pupils and staff are supported with their health and wellbeing and integrated back into the school working day	<p><b>Promoting wellbeing / Recovery to full time schooling</b></p> <p>Use a range of strategies to ensure pupils are included and are confident to learn including:</p> <ul style="list-style-type: none"> <li>• Promotion of thinking with a growth mindset</li> <li>• Class check-ins</li> <li>• High profile PSHE sessions</li> <li>• Circle times</li> <li>• Meta-cognition and self-regulation</li> <li>• Wellbeing approaches</li> <li>• Nurture groups (linked to PEF)</li> <li>• Celebration of mental health weeks/events</li> </ul> <p>Undertake dynamic risk assessments to ensure the safety and wellbeing of staff and pupils. This will detail procedures inc. availability of PPE, sanitisers and staggered times.</p> <p>Identify Welbeing Champion to support recovery plan</p>	<p>All Staff AST</p> <p>RH/KR/PT</p> <p>RH</p> <p>RH</p>	<p>On-going</p> <p>On-going through pandemic</p> <p>Aug 2020</p>	<p>Almost all pupils identify that they feel safe and can identify strategies to use during times of challenge.</p> <p>Boxhall Assessments for identified pupils demonstrate progress. Almost all pupils can identify strategies to support their own mental wellbeing.</p> <p>Through discussion, well-being webs and meetings, staff and pupils identify they feel safe in school</p> <p>Staff are aware of champion. Supports and resources for staff and pupils are available.</p>

<p>All pupils experience a fair and consistent approach to behaviour management through clear and consistent procedures, policy and guidelines relating to promoting positive behaviour and nurturing approaches.</p> <p>All pupils experience more constructive/positive playtimes</p> <p>All pupils demonstrating distressed behaviour are supported by staff having an increased awareness of adverse childhood experiences (ACES), nurturing approaches and attachment theory</p>	<p><b>Develop and implement Building Positive Relationship and Anti-Bullying Policy and launch positive playtimes</b></p> <p>Involve all stakeholders in developing and implementing the school policy on building positive relationship and anti-bullying. To include:</p> <ul style="list-style-type: none"> <li>• nurturing principles</li> <li>• de-escalation strategies</li> <li>• language associated with bullying behaviour</li> <li>• improve the recording and reporting of bullying incidents in school</li> <li>• rewards and consequences</li> <li>• UNCRC</li> <li>• school values</li> </ul> <p>Implement a positive playtime/lunchtime approach</p> <ul style="list-style-type: none"> <li>• support staff CLPL on strategies</li> <li>• pupils trained in approach</li> <li>• Targeted lunchtime clubs</li> <li>• Buddy benches</li> </ul> <p>Further staff CLPL on nurturing approaches, trauma and ACEs – liaise with Ed Psych. Service. Paul Dix materials to ensure consistent approaches</p>	<p>KR AD Ed Psych.</p> <p>KR</p> <p>Ed. Psych. KR/AD</p>	<p>Term 2 and 3 <b>March 2021</b></p> <p>Term 1 <b>March 2021</b></p> <p>Term 2 and 3 <b>June 2021</b></p>	<p>Decrease in the number of incidents involving negative behaviours</p> <p>All staff consistently implement the policy and approaches.</p> <p>96% of pupils agree or strongly agree that they feel safe and cared for in school and staff are good at dealing with bullying behaviour</p> <p>Decrease in the number of negative incidents at lunchtime</p> <p>All staff indicate they have an increased knowledge and understanding of ACEs, nurturing approaches and attachment and are confident in using strategies to support children based on nurture principles.</p>
<p>All pupils celebrate and value their achievements and progress through a variety of reporting methodologies and profiles</p> <p>All pupils are confident in identifying targets for their</p>	<p><b>Developing Pupil Profile Systems</b></p> <p>Implement system for pupil target setting and profiling as part of the reporting strategy. Review with Parents and pupils.</p> <p>Pilot the use of an online learning journal for P1 and P2.</p>	<p>SH/RH</p> <p>P1 and P2 teachers Class teachers</p>	<p>Term 2 and on-going</p> <p><b>Launch Sept 2020</b></p>	<p>All pupils have a profile that they are proud of and this demonstrates their learning journey.</p> <p>Pupils discuss their education using the language of learning and are aware of the next steps they need to take.</p>

<p>learning and tracking their learning journey All pupils become more skilled in setting personal targets and reflecting on own learning being able to identify next steps for themselves – link to self-regulation and metacognition (link to target1)</p>	<p>Pupil profiles built up that include pupil targets, links to DYW and skills for learning, life and work, wider achievements and holistic assessment evidence of learning.</p> <p>Pilot lessons in self-regulation and meta-cognition as part of the creativity framework (link to target 1)</p>	<p>SH / CT</p> <p>PT</p>	<p>5 pieces of work by Christmas 10 pieces by May</p> <p>Well-being webs termly</p> <p>Term 2/3</p>	<p>Parental Feedback identifies that profiles enable parents to support learning at home/support them in identifying strengths and areas for development.</p> <p>Feedback from pupils and staff</p> <p>Quality assurance procedures</p>
<p>All pupils with dyslexia are identified, included and supported across the curriculum by staff confident in using a range of DfS strategies.</p>	<p><b>Dyslexia Friendly School Award</b></p> <p>Continue to implement the action plan for DFS Silver Award</p> <ul style="list-style-type: none"> <li>• Staff CLPL on meeting needs</li> <li>• Pupil/parent focus group established</li> <li>• Displays around school reflect inclusivity</li> <li>• Resources available in every classroom</li> <li>• Profile of dyslexic learners is raised through the work of the school</li> <li>• Parent workshops to raise awareness of dyslexia and strategies used to support this.</li> </ul>	<p>GM</p>	<p>June 2021</p>	<p>Learning visits and tracking meetings identify that all identified pupils are included in all aspects of school life. Almost all pupil and parent feedback indicate that pupils feel supported and make good progress.</p> <p>Achieve Silver Award</p>

**Target 3. To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop skills for learning, life and work**

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
<p>Almost all pupils enrich their understanding of being a global citizen and have an increased awareness of the diversity of the school population.</p> <p>Pupils have a deeper understanding of equality and diversity</p>	<p><b>Global/Scottish Showcase – culture, diversity and global wellbeing.</b></p> <p>Organise a Week of Global Culture and Global Wellbeing. To be a celebration of the school’s diversity and strategies to support mental, emotional, social wellbeing.</p> <ul style="list-style-type: none"> <li>Identify opportunities for parents to support classes</li> <li>Links to food technology/healthy living</li> <li>Campaign to promote global wellbeing (unicef/fairtrade/plastic?)</li> <li>If possible, showcase for parents at the end of the week or online showcase</li> </ul>	<p>Class teachers AD/CT/DS RRS committee RH</p>	<p>Term 2 Nov 2020</p>	<p>Feedback from almost all pupils identify they have a growing understanding of Scotland’s place in the world and an appreciation of different cultures.</p>
<p>Almost all pupils are increasingly aware of career pathways and options open to them especially within the local area through further developed partnerships with a range of stakeholders involved in collaborative planning.</p>	<p><b>Develop understanding of Developing the Young Workforce and enrich this work through an Ayrshire themed fortnight, STEM event and/or School Show</b></p> <p>Staff embed opportunities for career education to be taught across the curriculum – CLPL on the Career standard and My World of Work.</p> <p>Explore further opportunities for local partners to be utilised across the curriculum to promote skills for learning, life and work.</p> <p>More parents and partners involved as employers and employees delivering workshops to pupils during possible STEM/DYW/show event and throughout the year. Identify opportunities for partners to support mental wellbeing.</p>	<p>Class teachers</p> <p>Class teachers</p> <p>Class teachers RH</p> <p>PT</p>	<p>Term 4 June 2021</p> <p>As appropriate</p> <p>Term 3 May 2021</p>	<p>Stage planning meetings identify opportunities for partnership links and developing skills for work</p> <p>Professional dialogue Pupil dialogue</p> <p>Increase in number of partners working with the school (DYW return)</p> <p>Pupil Profiles provide evidence of pupils considering skills for work.</p>



## Appendix 1 – Pupil Equity Fund Expenditure and Plan

### Table B - Summary of proposed expenditure

Summary of expenditure :-	
Type of staff	Cost £
Teaching staff	17,670
Support Staff	20,507
Non staff resources / intervention / CLPL	8,582
<b>Total Costs</b>	<b>46,758</b>
Balance of PEF not yet allocated	£6,108

## Appendix 2 - PEF Rationale

**\*these figures and data used are based on last year as 20/21 data not available . Due to school closure standardised data not available. Although assessments and TJ indicate almost all pupils are making appropriate progress.**

Total number of pupils = 203.

Pupils living in deciles 1 and 2 or entitled to FSM or in receipt of clothing grant = 101 50%

We will continue to embed our work with the focus for this year on approaches to Numeracy and Mathematics, providing opportunities for Nurture groups and providing interventions as appropriate.

Of the pupils in deciles 1,2 or FME, 36 pupils scored under 100 in standardised testing in Numeracy and Mathematics with an average of 87%. Attainment in P1 was also significantly below the authority average in the end PIPs at 47.2 this includes 13 pupils in deciles 1 and 2, 7 of whom scored below 50. The Authority average was 55.0. We will focus on developing approaches to mathematics based on a concrete, pictorial abstract model. Underpinning this and to ensure a degree of sustainability we will be developing staff skills through professional learning on meeting learner's needs. Teaching staff will have further training on the pedagogy of teaching mathematics. Support staff will be trained in the intervention programmes. In order to facilitate this, a PT for Mathematics will build on his work of this year work with pupils, parents, staff and classes. The PT will also lead parental workshops to support the home/school link. Using Mastery learning and collaborative approaches have been identified by the EEF as both having a +5 impact on learning. Meta-cognition and self-regulation have a +7 impact. All of these approaches will be considered as part of the development in Maths. Some funding will be available to provide further CLPL for staff in these areas.

By up-skilling staff to think with, and promote mathematical mindsets, all students would be offered high-level content during maths lessons. Dweck (2006) has identified that the mindset beliefs held by teachers open or close pathways for students. Boaler (2016) identifies that, 'fixed mindset thinking and teaching is a large part of the reason inequalities continue in mathematics'. Boaler (2002) and Zohar & Sela (2003) found that girls more than boys, desire a greater depth of understanding that is often unavailable in mathematics classrooms. Developing staff skills in using bar models can begin to support this deeper understanding of mathematical reasoning and working collaboratively will continue to address these inequalities.

We will continue to embed the approaches to reading through embedding and reviewing Accelerated Reader in P4 – P7 led by PSA. Additional time is given to a support assistant to support the running of this. We will also extend this for pupils with a reading age of 6 in P3.

A support assistant will be employed to run intervention groups including pupils in deciles 1, 2 or FME to remove gaps in learning and provide opportunities for additional consolidation and practise of skills in Literacy and Numeracy.

Attendance for pupils in deciles 1 and 2 = 93.63% which is below the school (94.3%) and the Authority (94.8%) averages. Nurture groups for targeted pupils, alongside piloting 'toast on a Friday' are strategies aimed at addressing this difference.

### **Improving Pedagogy - Numeracy**

- All Staff trained and confident in using concrete, pictorial, abstract approaches to the teaching of mathematics and promoting mathematical mindsets
  - Resources identified for teaching numeracy and purchased for each class to enrich the learning experience
  - Mathematical Mindset Training
  - CLPL for staff on CPA approaches with a focus on the four operations
  - CLPL on bar modelling approaches
  - CLPL on teaching Fractions, Decimals and Percentages

## **Focused Interventions**

- 1 x Support Staff in place to deliver appropriate interventions from:
  - 3 Read Approach and Numicon for identified pupils
  - 5 minute boxes available for identified pupils in P1 and P2
  - Plus 1 and Power of 2 programme
  - Toe by Toe
  - PAT Phonics

## **Parental Involvement**

- Parent Workshop on approaches to mathematics and nurturing approaches

## **Engagement in Reading**

- Embed and review Accelerated Reader to encourage a love of reading and raise standards in reading

## **Using Data to Identify Progress and Plan Next Steps**

- Standardised assessments in P2, P3, P5 and P6

## **Improving the Health and Wellbeing of Targeted Pupils**

- Class Teacher to be released for a day to run nurture groups and sessions. When possible
- Continue 'Toast on a Friday' with identified pupils. When Possible

These interventions focus on :

- Early Intervention and Prevention
- Targeted approaches to Numeracy
- Promoting high quality learning experiences
- Differentiated support
- Using evidence and data
- Partnership working
- Professional learning and leadership
- Research and evaluation to monitor impact

Impact will be measure through standardised testing, SNSA results and Teacher assessments. Progress will be monitored through termly tracking meetings and quality assurance procedures.

## **Improving access to Outdoor Learning in P1**

Total number of pupils in Primary 1 = 31

Pupils living in deciles 1 and 2 or entitled to FSM or in receipt of clothing grant = 18 (57%)

We have been developing play-based pedagogy in Primary 1 throughout session 2019/2020 as a tool for facilitating learning and will continue with this approach in Primaries 1 and 2 this academic session. This has been hugely successful and cited as an example of excellent practice by South Ayrshire's Play Development Coordinators. This is also evident in the progress and attainment of children who have shown a real depth of understanding from engaging in purposeful play. In order to further enhance learning, we are seeking to develop an outside classroom. Our rationale for this is based on educational research which highlights the many benefits of outdoor play.

In **Realising the Ambition** (Education Scotland), it is recognised that "*daily, high quality outdoor play experiences have a direct and positive impact on children's physical, cognitive, social, mental health and emotional development.*" With the COVID-19 pandemic, now more than ever, we need to utilise an outdoor learning environment. Evidence has shown there is a direct link between a child's gross motor development and their ability to concentrate and manipulate fine-motor objects, ensuring physical readiness for writing. An outside space is essential to providing opportunities for movement, balance and coordination. For example,

this could be achieved with large-scale construction and loose parts. This type of rich play also encourages creativity and dynamic learning.

We would be promoting Literacy and Numeracy in our outside classroom. Having an outside space with opportunities for imaginative play will enable communication and language skills to be developed and extended (again, in preparation for writing) – children need to be able to express themselves orally in order to become expert writers. Having more ways to engage with mark-making and writing will build confidence and resilience. High-quality interactions will be achieved with greater open space, not only adult-child but also between children. Evidence shared by **Learning Through Landscapes** (Harvey, Rankine & Jensen, 2017) states that students involved in an outdoor learning project for 2 hours per week over 12 weeks gained an average increase of 6 months for Mental Arithmetic and 2 months for General Maths. They also showed a 20% increase in their attitudes to learning. Our vision is for children to have free-flow access to an outdoor classroom every day.

An outside classroom would also promote an holistic approach to education, in line with the Scottish Curriculum for Excellence, as stated by Malone & Waite, 2016 in the **Student Outcomes and Natural Learning Conference Report**. They provide a wealth of evidence that children's experiences in natural environments benefits their educational attainment and the development of resilience and confidence.

To quote Malone (2008):

"...experiences outside the formal classroom help provide the blueprint on which young people continue to build throughout their schooling and will significant impact on the child's whole development."

We will evaluate the impact through our observations and assessments of the children's learning using 2Simple (Evidence Me) software. Termly teacher judgements, professional dialogue meetings and SNSAs at the end of the year will be used to inform and track progress.

Research has shown that play-based approaches support the development of **Successful Learners, Confident Individuals, Responsible Citizens** and **Effective Contributors**. Furthermore, play also fosters resilience, creativity, communication and skills for lifelong learning. In a relationship-centred, play-based learning environment, **all** children can have access to experiences which lay the foundations for Literacy and Numeracy. We will target pupils to make full use of this space to reduce the attainment gap.

### Appendix 3 - Pupil Equity Fund – Action Plan 2020/21

**Pupils affected by the poverty related attainment gap – (employment, income, housing, health, access to services, education, crime)**

**Total Roll:**  **SIMD: 1 & 2: and FME : 103 pupils 50%**

**OTHER – 5** Pupils not in SIMD 1&2, not in receipt of school meals but affected by factors detailed above.

Total number of pupils affected by poverty related attainment gap =  (  % of school roll)

Outcomes and Measures	Intervention Description <i>Description and clear rationale. This should include data/evidence that informs this priority and baseline data.</i> Max 200 words	Intervention Theme			Organiser			Type of intervention			Continuation of 2019/20 Plans Y or N?	Expected Impact	Mid Year Progress To be completed at Mid Year Stage – December 2020	Actual Impact To be completed at End of Year (May 2021)
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource				
<p>Outcomes – Aims</p> <p>Pupils have an increased range of strategies to solve problems, are resilient mathematicians and have positive attitudes towards numeracy and mathematics. Planned learning meets learner's needs.</p> <p>Average CEM score for pupils achieving less than 100 is increased consistently to 91%</p>	<p><b>Intervention 1 (meeting learner's needs, improving pedagogy in Maths)</b></p> <p>PT for Maths to lead on the following aspects:</p> <ul style="list-style-type: none"> <li>All Staff trained and confident in using concrete, pictorial, abstract approaches to the teaching of mathematics and promoting mathematical mindsets and mathematical reasoning</li> <li>Additional resources identified for teaching numeracy and purchased for each class to enrich the learning experience</li> <li>Mathematical Mindset Training</li> <li>CLPL for staff on CPA approaches and Bar modelling with a focus on the four operations</li> <li>Parental Workshops on supporting at home</li> </ul>													
<p>Measures</p> <p>Baseline assessment Soft Data – pupil and teacher surveys Learning talks Quality Assurance procedures Standardised Testing and Teacher assessment</p>		Y	Y	Y	Y					Y	y	<p>Over time all pupils use concrete materials to develop understanding, articulate visually their understanding and solution to a problem before being ready to use more efficient and abstract approaches.</p> <p>Problem solving approaches and mathematical reasoning are an integral part of the learners' experiences.</p>		

<p>Outcomes – Aims (Details targets/% 18/19, 19/20, 20/21)</p> <p>Identified pupils make progress towards individual targets through additional support as appropriate to their needs.</p>	<p><b>Intervention 2 (interventions)</b></p> <p>Pupil support assistant to work on specific interventions to close gaps in learning e.g.:</p> <ul style="list-style-type: none"> <li>• 3 Read Approach and Numicon</li> <li>• 5 minute boxes for P1 and P2</li> <li>• Plus 1 and Power of 2 programme</li> <li>• PAT Phonics</li> <li>• Toe by Toe</li> </ul> <p>The number of pupils prioritised will decrease due to the school allocation of support staff being cut.</p>	Y	Y		Y							Y	<p>Individual pupils make sufficient progress they no longer require interventions and can access the learning through the differentiation within the class</p>		
<p>Outcomes – Aims (Details targets/% 18/19, 19/20, 20/21)</p> <p>To improve the self-esteem and mental wellbeing of identified pupils by equipping them with strategies to cope during challenging times so they can participate fully in their learning within class</p> <p>Improve attendance of pupils in deciles 1 and 2 to at least 94.5% and ensure targeted pupils have breakfast resulting in positive attitude to learning</p>	<p><b>Intervention 3 (HWB)</b></p> <p>Class teacher employed for 0.2 to release Nurture trained teacher to run Nurture Groups for identified pupils</p> <p>Pilot toast on Fridays from 8.45am – 9.00am led by support assistant. Review and possibly extend to other mornings.</p>			Y	Y							Y	<p>Targeted pupils identify that they are happy at school. Tracking data shows that pupils are making appropriate progress. Pupils are fully engaged during lessons for at least 95% of the time</p>		
<p>Outcomes – Aims (Details targets/% 19/20, 20/21, 21/22)</p> <p>To improve children's physical, cognitive, social and emotional development through regular, free-flow access to high-quality outdoor play</p> <p>To ensure positive attitudes to learning for children in deciles 1 and 2 and for at least 82% of pupils in these deciles to achieve Early level by June 2020.</p>	<p><b>Intervention 4 (Literacy, Numeracy and HWB)</b></p> <p>Large-scale construction and loose parts, developing both gross- and fine-motor agility and physical readiness for writing</p> <p>Mud kitchen and opportunities for imaginative play, developing communication and language skills and children's ability to express themselves orally</p> <p>Atelier for developing creativity and encouraging mark-making skills</p> <p>Literacy- and numeracy-rich provocations to play, therefore</p>	Y	Y	Y	Y						Y	<p>Improved sense of well-being (holistic approach)</p> <p>Confident Individuals - children much more resilient and willing to 'have-a-go'</p> <p>Improved attainment and real depth of learning, closing the gap for those targeted children, particularly in Literacy and Numeracy</p> <p>Practical, hands-on approaches to new mathematical concepts (CPA)</p> <p>Significantly improved fine- and gross-motor agility</p>			
<p>Measures</p> <p>Staged intervention targets and evaluations.</p> <p>Teacher assessments, SNSA, standardised tests</p> <p>Pupils make improved progress from previous year</p>															

<p>Observation of individual children's play, gathering evidence of Early Level Es and Os being met (published on 2Simple and in children's own Learning Journeys)</p>	<p>encouraging the development of skills in these areas</p> <p>Exploring nature, growth and life-cycles in both plants and animals</p> <p>Accessible for all, particularly targeted children for whom access to outdoors is limited</p>												<p>Physical readiness for writing, resulting in improved writing ability</p>		
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