

**Excellence and Equity (PEF spend)-** To continue to work towards closing the attainment gap in Literacy and Numeracy and improving Health and Wellbeing of targeted children.

**Key Successes-**:

* Children in our supported classes benefited from daily outings on hired bus.
* Improved wellbeing measures as a result of Health and Wellbeing, nurture, play, etc interventions for targeted children.
* Reading attainment improved for targeted children in Primary 1-4.
* Writing attainment improved for targeted children in Primary 1-4.
* Numeracy attainment improved for targeted children across the school.

**Next Steps-**

**-**PEF fundedTeacher to continue to provide targeted support in literacy and numeracy for identified children.

-Nurture interventions pathway to be used for targeted children across the school.

-Barnados support worker to support targeted families to improve Health and Wellbeing outcomes for children.

**Priority 3-** To develop the use of Makaton and Augmentative and Alternative Communication across the whole school.

**Key Successes:**

* 8 members of staff received Makaton Level 1 and 2 Training.
* All staff engaged in Makaton basic training and now use in daily school routines.
* Makaton used with songs at school concerts and at assembly.
* Makaton and communication workshops provided for parents.
* Speech and language support with AAC where relevant.

N**ext Steps:**

- A member of staff to complete Makaton trainer course to lead further Makaton staff training next session for all staff.

-Makaton to be taught alongside French vocabulary.

-Identified classes to be directly taught Makaton. Rights Respecting Schools Group to lead pupil/parent workshops next session.

- All visuals across the school to be the same and classrooms to be enhanced to enable all children to access appropriate ways to communicate; core boards, talking buttons, etc.

Additional Support Plans to include communication targets for every child in our supported classes.

**Priority 2-** Review the structure and design of our curriculum.

**Key Successes:**

* Consultation/self evaluation with children, parents and staff completed.
* Whole school work on Reading Schools Award, Attachment Pledges, RRS award as part of the curriculum within the life and work of the school.
* Whole school learning focus on the Olympic Games June 2024.
* All staff to use SLC progressive planners for all curricular areas August 2024.

N**ext Steps:**

- All staff to facilitate a pupil leadership group with a focus on key areas to support the development of our curriculum/focus weeks. -Staff to agree on annual overview of whole school learning focus weeks/contexts: Equalities, STEM, Health, Sustainability Local focus, skills etc.

-Social Studies to be used as a basis for Inter Disciplinary Learning (IDL) and enquiry based learning opportunities, which are more pupil led.

**Priority 1-** Improve attainment in Numeracy and Maths, with a specific focus on early intervention and embedding an active approach to teaching numeracy across the whole school using Maths Recovery and Numicon teaching approaches, planners and resources.

**Key Successes:**

* All class teachers received further Numicon training and are using new resources and SLC Progressive Numeracy Planners linked to Numicon.
* Three teachers completed Recovery Maths Training. A small group of children benefited from Maths Recovery support
* Staff created a How we Teach Numeracy Policy.
* Numeracy attainment across the school has improved and attainment over P1,4,7 has increased by 3%.

N**ext Steps:**

-Continue to implement Numicon and Maths Recovery across the school.

-Create a progressive whole school calculations policy.

- A teacher to deliver high quality maths input to every class weekly.

**High Blantyre Primary School and Nursery Class**

Standards and Qualities Report on last session: 2023/2024