



Kirklandpark Primary School
Standards and Quality Report 21/22

Context of the school:

Our School:

Kirklandpark Primary And Nursery Class
Kirklandpark Avenue
Strathaven
ML10 6DY

Kirklandpark Primary School is situated in parkland on the outskirts of the market town of Strathaven. We have a large area of amenity ground adjacent to the school, which we use for outdoor learning, sports and games. We now have a substantial outdoor learning area that is both well used and very popular with staff and children.

Our new school building officially opened in June 2017. It is on three levels, one and a half storeys and has a very open and spacious feeling. We have 11 classrooms, a gym hall, dining hall and several large open areas. One of our open area spaces is currently being utilised as a classroom to accommodate our expanding school roll. Currently we have 32 nursery aged children and 12 mainstream classes. This will increase to 13 classes in August 2022.

Our nursery children moved to 1140 hours in August 2021 in accordance with Scottish Government legislation.

Approximately 86% of our children live within SIMD levels 7-10. Our catchment area incorporates SIMD levels 3-10. Our combined school and Nursery roll is 397 with 32 children attending our nursery and 365 in our school. This will rise to 407 in August 2022 (32 in nursery and 375 in P1-7).

Poverty Related Attainment Gap – PEF Target Group

Within our school population, we do not have children who live within SIMD Deciles 1 or 2. For this reason our target group includes children who are experiencing barriers to learning and are entitled to income related free meals and / or live within SIMD Deciles 3, 4 and 5.

Currently, 5.5% of children attending Kirklandpark receive FME.

15% of our FME children live in SIMD 3

0% of our FME children live in SIMD 4

25% of our FME children live in SIMD 5

60% of our FME children live in SIMD 6 - 10

Breakdown Of Attainment Of Children With FME

Within SIMD 3

- 66.7% with FME are achieving of a level consistent with most children of their age and stage and have not required any additional measures to be put in place to support their learning.
- 33.3% of children receiving FME are supported in their learning. Progress has been made throughout the year but they are not yet achieving a level consistent with most children of their age and stage. Supports and interventions will be continue to be in place and extended.

Within SIMD 5

- 40% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support.
- 60% of children receiving FME are supported in their learning. Progress has been made throughout the year but they are not yet achieving a level consistent with most children of their age and stage. Supports and interventions will be continue to be in place and extended.

Within SIMD 6 - 10

- 80% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support.

Those Living Within SIMD 3, 4 & 5 Who Do Not Receive FME

Within SIMD 3

- Of those who do not receive FME, 63.6% are achieving a level consistent with most children of their age and stage and have not required any additional support.
- Of those who do not receive FME, 36.4% experience barriers to their learning which affect their progress.
Most of those falling within this 36.4% experience significant difficulties in all aspects of learning. Interventions in all areas have been put in place and will be continued. Significant one-to-one support is required and progress is limited. ASPs and individual programmes of work are in place. None of the children falling into this category engage with homework activities.

Within SIMD 4

- Of those who do not receive FME, 75% are achieving a level consistent with most children of their age and stage and have not required any additional support.
- Of those who do not receive FME, 25% experience barriers to their learning which affect their progress. Within this group, significant difficulties in all aspects of learning are experienced. Interventions in all areas have been put in place and will be continued. One-to-one support is required, however significant progress has been made in literacy during the last year. ASPs and individual programmes of work are in place.

Within SIMD 5

- Of those who do not receive FME, 84% are achieving a level consistent with most children of their age and stage and have not required any additional support.
- Of those not receiving FME, 16% experience barriers to learning but have made some progress during this academic year. 25% of children within this group have minimal engagement with homework activities. Classroom based support is currently in place and we are seeking to extend this further.

Attendance for almost all of the children who are entitled to FME and / or live within SIMD 3, 4 or 5 is high with 100% showing an attendance rate of 90% or above.

Our target group accounts for 27% of the group of children who are entitled to FME and / or live within SIMD 3,4 or 5. Our target groups accounts for 4.4% of our school population.

Our PEF target group for 2022 – 2023 will increase to include children who reside in SIMD 6- 10 and who do not receive FME as many children who reside in SIMD 3-5 and receive FME are working at an academic level that is consistent for most children of their age and stage. They are well motivated and engaged with learning. Their attendance levels are high and they do not demonstrate any distressed behaviours.

Vision

It is our vision for every child in Kirklandpark Primary and Nursery to achieve their full potential by developing their knowledge and skills through challenging learning experiences in a nurturing, positive and motivating environment where high expectations are set and success is celebrated. We ensure inclusion and equality leads to improved outcomes for all children and we work to provide all with opportunities to be involved in the life of the school. We encourage our children to strive to be successful learners, confident individuals, responsible citizens and effective contributors. Our ethos is nurturing and founded on a climate of mutual respect with shared values and expectations, secured through positive relationships, providing children with a quality broad general education. We are committed to ensuring the highest standards are in place for learners through our shared vision and values.

Aims

We aim to:

- Provide a safe, nurturing and engaging environment in which our children develop positive attitudes, good self-esteem, resilience and become confident individuals.
- Give children the opportunity to explore emotions, cultures and beliefs to foster respect and understanding for others and themselves.
- Create stimulating experiences which promote positive attitudes towards learning, independence, intellectual development and enquiring minds.
- Enable all children to access an inclusive education that provides support and challenge to encourage them to fully develop their skills and talents for life, learning and work.
- Work in collaboration with partners (parents, carers, local / wider and learning community and other agencies) to enhance and support learning opportunities, share good practice and facilitate smooth transitions, enabling them to become effective contributors in society.

Review of progress for session Aug 2021- June 2022

School priority 1: Continuity Of Learning	
<u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> School leadership	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 1.3 3.2 Raising attainment and achievement
<p>Strategy</p> <p>What did we set out to do?</p> <ul style="list-style-type: none"> - Put Health & Wellbeing at centre of curriculum to promote children’s readiness to learn. - Continue and expand celebrating achievement (including Hi5 Award) - Adapt ASN provision to reflect differing needs originating from Covid & home learning - Increased focus on standards of presentation & handwriting in children’s work - Increased focus on development of listening skills & return to pre-Covid standards - Introduce Talk For Writing to focus on development of children’s writing skills - Implementation of DYW programme - Reformat Nurture provision to support improvement in targeted children’s attendance - Increase range of extra-curricular activities available to children - Develop outdoor learning strategy to further promote pupil motivation and engagement - Utilise TWCAWW documentation to track and monitor nursery children’s learning and progress - Establish whole school reading activities through ‘Reading Schools’ programme (including introduction of ERIC time) - Develop whole school Mental Maths provision - Pupil Council to deliver SHANARRI <p>Progress and Impact</p> <p>What difference did we see? What did we achieve?</p> <p>Health & Wellbeing continued to drive our curriculum throughout session 2021 – 2022. As an establishment we worked towards developing children’s emotional empathy and ability to communicate their thoughts and feelings. We implemented Emotion Works with all children and continued to use the associated language to promote discussions and to tackle discourse. This has proven effective with almost all children. There are a small number of children with ASN across P2-7 who have experienced limited success with this approach. Ongoing individualised, targeted work is being undertaken to help support them.</p> <p>Whilst a large part of our Health & Wellbeing input is focused on children’s mental health, our curriculum audit identified that our Relationship, Sexual Health and Parenthood (RSHP) components require to be updated to better align with CfE. This will be carried out during session 2022 – 2023 in partnership with a collaborative parent / carer consultative group.</p> <p>Our Pupil Council delivered SHANARRI presentations via our assemblies. Although this was started via our online assemblies most impact was made when we returned to whole school face-to-face assemblies. Children across the wider school were more engaged and willing to share their feelings, opinions and experiences.</p>	

Throughout this session we increased the range of extra-curricular activities on offer to the children. These were aimed at children from P2-7. The clubs were sports or craft based and very much welcomed by the children. Attendance was high and children sustained their engagement and attendance throughout their allocated blocks. Clubs were open to all to ensure equity and children enjoyed engaging with a wide range of staff out with the classroom context. As these clubs were an 'opt in' there were some children that we targeted who do not engage and as Covid restrictions eased we were able to make activities more accessible to them by adapting times eg. hosting lunch time clubs. Some children developed friendships with children across different classes and enjoyed the rapport that they had with the adults that they worked with. Almost all children reported that they enjoyed being able to work on a face-to-face basis with peers from other classes as this was not possible in the previous academic year.

Our DYW focus week is heavily dependent on parental involvement and following assessment we postponed the implementation of this initiative as it was felt that a face-to-face engagement would be more meaningful and engaging for the children. This initiative has been built into our 2022 – 2023 calendar. Other aspects of our DYW programme have been implemented and incorporated into IDL activities and our wider curriculum.

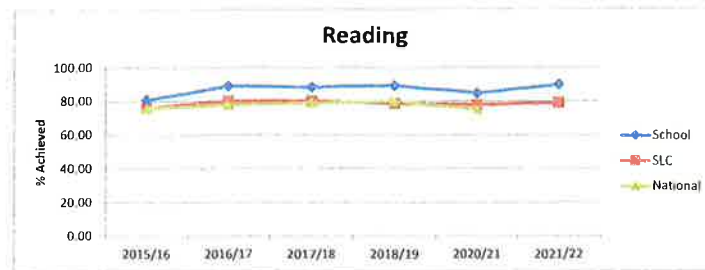
Outdoor learning continues to be an area for ongoing development. Work in this area has started with teaching staff auditing practice and identifying pedagogy to support improvement. Further work to support implementation and to further resource our outdoor environment is required during this coming year.

Significant staff absences across the entire school session hugely impacted on our ability to deliver our nurture provision. Targeted children benefited from the limited provision on offer but the positive impact on motivation to learn, engagement with learning and most significantly relationships with others that was anticipated did not materialise to the levels expected.

All children in P3-7 engaged in the Hi5 Award, developing new skills and working in collaboration across different stages. Motivation to participate was very high and this contributed to a very positive ethos across the school. Children further developed their collaborative and communication skills in addition to increased self-esteem and confidence. This proved to be a very popular vehicle that engaged our whole school community and evaluations have indicated that it would be widely welcomed again in the future.

Adapted ASN provision became directed at class level rather than towards specific individuals. Whilst daily tasks became better supported, for some children the impact was inconsistent. Whole school asn interventions became more difficult to implement, monitor and evaluate. Significant staff absence also impacted on consistency and support provision.

Reading attainment increased most significantly with all children showing improvement. Overall school attainment levels show that 90% of our children are reading at the CfE level expected by most children of their age and stage. Children have engaged with the increased, targeted reading activities organised via staff team focusing on work associated with the 'Reading Schools' initiative. Assembly book focus sessions, E.R.I.C. time and 'Ask Me What I'm Reading' initiatives all served to motivate and inspire our children in their reading. The re-establishment of buddy readers have also proved to be popular and motivating for less able readers. They enjoy reading to younger children or working with older role models to further develop their skills.



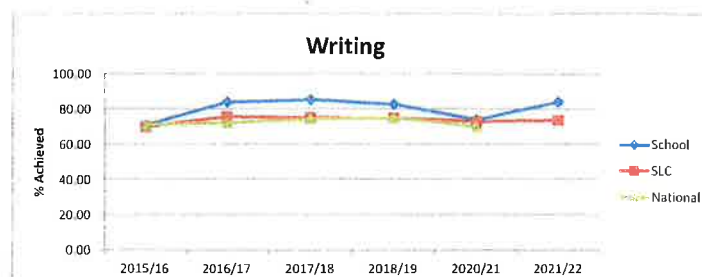
Attainment in Listening and Talking also improved with an overall school attainment level of 94%. Significant work was undertaken with children in Primaries 1-3 as periods of time away from school and the classroom environment during Covid lockdowns had greatly affected their ability to listen for sustained periods or to listen and respond appropriately. Targeted lessons, celebrating success and continued high (but attainable) expectations from teachers and support staff have resulted in high levels of success and impact in this area.

Standards in presentation have improved for most children however, there are groups of children across P1 and P2 who find independent writing extremely difficult. Significant ongoing work is still required to tackle this and this will continue into 2022 – 2023 through targeted support utilising our support staff and additionality staffing.

Staff absences hindered our progress in the implementation of 'Talk For Writing.' This will continue to be a focus during the coming session and we will seek to move from individual staff CLPL to form a whole school approach to its implementation.

Although we saw an increase in attainment in writing, there is still significant work to be done as we are aiming for our children's written work to be more detailed and where appropriate of greater length and depth. Technical accuracy continues to be an ongoing area for improvement with spelling remaining an area for improvement. We have seen a drop in the completion of spelling revision and consolidation through our homework programme and have moved to daily practice within the classroom setting.

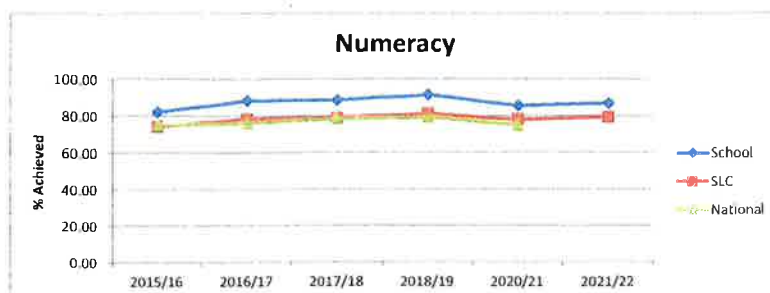
Currently, 84% of our children are working at the CfE level expected for most children of their age and stage.



Our improvement planning team working on Mental Maths are now ready to share their work with our wider team and for it to be implemented during this session. This will be evaluated and

modified as appropriate. The work carried out by this team will be expanded to include Early Level approaches undertaken within our Nursery, with a particular focus on numeracy through play and how nursery based learning can be consolidated within the home environment.

In Numeracy, 86.84% of our children are working at the CfE level expected for most children of their age and stage.



TWCAWW documentation has been effectively utilised within our nursery to track and monitor children's learning and progress. This has supported reporting to parents through our journal system and on a face-to-face basis. Improved tracking has also supported transition providing increased depth to 'passing on information.' This will continue to be utilised and further developed during the coming session.

Next Step(s) to inform SIP for 2022/2023:

- Update Relationship, Sexual Health and Parenthood curricular programme in partnership with parent / carer consultative group.
- Continue to expand extra-curricular clubs on offer to all children extending to include Primary 1 during coming session.
- DYW Focus Week to have in-person parental involvement
- Increased visiting specialists to school to support DYW and external visits / trips to widen children's experience of working world.
- Continued development of Outdoor Learning Strategy with increased focus on planning and resourcing.
- Use format of Hi5 to continue to involve children in whole school collaborative activities, extending to involve parent / carers with specialised skills to widen the range of activities on offer.
- Continue to work towards 'Reading Schools' Award, further developing reading across whole school.
- Further develop whole school approach towards Talk For Writing and general presentation of work and handwriting.
- Raise attainment in Nursery with focus on Numeracy through play and home links.

School priority 2: Promote positive health and wellbeing of children, young people, parents / carers and staff

NIF Priority (select from drop down menus)
Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOS 4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategy

What did we set out to do?

- Continued use of Attachment Alphabet across all stages of school (as part of school based and homework programme)
- Further implement SLC Attachment Strategy
- Reinstate buddying between oldest and youngest children
- Implement PASS assessments with all children P1-7
- Refocus on Growth Mindset
- Implementation of 1140 hours within Nursery
- Whole school focus on playground play activities
- Purchase of new playground toys

Progress and Impact

What difference did we see? What did we achieve?

The implementation of 1140 hours in our Nursery has been very successful. The children coped well with the longer nursery sessions and changes to their routine. The increased hours have supported working parents and benefitted the transition process between Nursery and Primary 1. We were able to increase the time that our pre-school children spent within the school and therefore increased their familiarity with the staff and environment before starting Primary 1. Continuity in approach when accessing lunch facilities and eating in the dining hall has been very positive with children settling into their lunch routine in Primary 1 more quickly than in previous years. The children have developed more independence and confidence, demonstrating resilience in the early stages of their primary school life. Within the nursery environment, the increased length of sessions have enabled the staff and children to undertake and implement activities that can be carried out over a longer period both within a session and on subsequent days as there is now no requirement to clear areas for another cohort. This has supported a more responsive approach to learning.

In order to further support nursery – Primary 1 transition and to promote wellbeing within our older primary aged children, we reinstated 'Nursery Buddies,' during the course of the year. We targeted some of our Primary 6 children, whilst opening the opportunity to all (within the year group) who wished to participate. Our younger, nursery aged children benefitted hugely as when involved in transition activities, there were familiar faces around to help and support them. They loved to play and get to know the older children. Our Primary 6 benefitted as they enjoyed undertaking the responsibility of helping and supporting the younger children. It has also provided targeted children with increased self-confidence and value as they appreciated how much the younger children relied on them and looked forward to their visits. This impacted on their sense of self-worth and general engagement with learning within their class. This initiative will continue during 2022 – 2023.

GL PASS Assessments were implemented across the school and the results supported, in most cases, teacher professional judgement. The results did however, pinpoint specific areas of need and this enabled staff to better support children.

Within the school:

- **88% of P1-3 children have positive learner self-worth and responses to learning. The overall profile shows that 82% of children in P1-3 demonstrate positive attitudes towards school and learning.**
- **76% of children in P4-7 demonstrated positive feelings about school, with 84.3% expressing positive self-regard as a learner and 71% demonstrating confidence in themselves as learners.**

Those identified as experiencing difficulties in these areas have recognised ASN with almost all finding the transition back to face-to-face education, post lockdown very difficult. These children also experience the transition between home and school at the start of the school day challenging.

In order to challenge low self-worth we have extended our celebration of pupil achievement across all areas of school life and beyond. Children are encouraged to share their out of school successes with the wider school during assembly and our range of curricular achievements has been extended to cover a wider range of areas. Our house point system is now once again used with more vigour to reward all aspects of school life, achievement and attainment.

Targets set within our homework diaries have a three week focus period and are evaluated on a weekly basis. This enables parents to see focus targets and to comment / evaluate them with their children. Changes to family life and increased working commitments have resulted in this aspect of communication losing momentum. We saw a big drop in completion during the academic year and will change the approach in 2022 – 2023 to support families in this.

In P4-7, 77% of children demonstrated positive attitudes towards attendance. Most children within the 23% of our P4-7 population who are not included in this group have high absence rates and are included within our PEF target group regardless of SIMD or FME.

All staff continued to implement the SLC Attachment Strategy with positive outcomes for almost all children. Continued work and support is ongoing for children who experience difficulties with different aspects of school life including transition between home and school and transitions throughout the day. To further supplement the work being undertaken with a small number of children we have implemented 'Emotion Works' across our school and nursery. Lessons based on developing children's emotional literacy are further developing their ability to communicate their feelings and emotions using a range of vocabulary. Children are coping well during adult supported discussions and we are continuing to work on unsupported discussions between peers.

Parental feedback regarding the incorporation of the 'Resilience Alphabet' into our Homework programme suggested that parents did not feel that this was beneficial and did not wish it to be a feature of our work. The completion rate for associated tasks was very low and as a result we have withdrawn this activity at present. We aim to reintroduce work within this area in a different format to ensure that we can communicate school based learning with parents and carers. To further assist children in developing their resilience to cope with relationships and

interactions with others as well as to develop perseverance with tasks and activities we aim to target this through future Health & Wellbeing lessons. Since the periods of home learning during Covid, children have experienced increased difficulties with friendships and tolerance towards each other, especially during less structured activities eg. playtime.

Throughout the session we moved away from small class zoned playground areas and breaks that were staggered across three sessions. Our current arrangement has returned to our pre-Covid model with all children having morning interval over one session. This has enabled children from different classes and stages to mix with each other in the designated playground areas. This has been a very welcomed move for most children although some have found the increase in numbers a little overwhelming. We have continued to increase the number of whole school and departmental activities to further develop collaborative and collegiate approaches and to maximise opportunities to develop our ethos and community.

During the final term of 2021 – 2022 we were able to reintroduce some of our face-to-face parent and carer activities. This included events such as Sports Day. This was very positively received by parents, staff and pupils. We have seen a decline in engagement with school activities when carried out via video conferencing during times affected by Covid restrictions. Our Parent Council and P.T.A have both been significantly affected with volunteers reducing in numbers and engagement reduced. Through discussion with parents we have found that people are less able to commit to undertaking roles over the longer term but very eager to assist with shorter projects. We have adapted previously established committees to reflect a changing society by having smaller focus groups. An example of this was our Gala Committee who worked over a period of approximately six weeks to support families to participate.

Planning and implementation of wider Health & Wellbeing work was hampered by extremely high levels of staff absence which impacted the provision that we were able to offer. During 2021- 2022 we did not have additionally within our staffing to be able to support initiatives such as Nurture to its capacity and it was not possible for our S.L.T. to undertake this due to the depth that had previously occurred due to redeployment to cover absences. Increased staffing and changes to Covid related absences should enable Nurture groups to be reinstated during 2022 – 2023.

Next Step(s) to inform SIP for 2022/2023:

- Increased H&W provision including Nurture. Introduce 'Do-Be-Mindful' across all classes to support development of resilience, compassion, empathy and emotional regulation.
- Greater opportunities for face-to-face parental engagement in school based activities and children's learning.
- Greater opportunities for face-to-face parental engagement in school improvement projects.

School priority 3: Planning For EquityNIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Parental engagement

School Improvement

HGIOS 4 QIs (select from drop down menus)

1.5 Management of resources to promote equity

3.2 Raising attainment and achievement

3.1 Ensuring wellbeing, equality and inclusion

Strategy**What did we set out to do?**

- Carry out Boxall profiles for children identified as experiencing difficulties with the transition to school
- Set up and operate Nurture groups
- Restructure ASN support to enable more target approaches
- Audit Homework programme and materials
- Through participatory budgeting set up Common Room for older children to promote improvements in attendance and punctuality
- Through participatory budgeting resource playground with activities and toys to promote increased cooperation and harmony between children
- Continue to offer second hand uniform provision
- Continue to operate a relaxed policy towards uniform
- Maximum of one school trip per class
- Financial supports regularly communicated to parents via newsletter & app

Progress and Impact**What difference did we see? What did we achieve?**

We carried out an extensive audit of our homework programme during session 2021 – 2022. We had a high response with approximately 71% of families responding. Numeracy, Spelling and Reading were all considered to be important aspects of our provision and almost all parents wished for them to be retained in the provision. 95% of parents liked homework to be set on a Monday with guidance on what should be completely nightly but flexibility to adapt to family circumstances. Parents expressed a preference for routine tasks to be set to ensure that they were familiar with expectations. A small majority of parents are in favour of using Google Classroom to access homework tasks, however there were also a high number who do not. As a result of this audit we have incorporated all of the information outlined above and have continued to use Google Classroom as a communication platform. Written tasks are completed in jotters and submitted to the class teacher at the end of the week.

Homework is reported to be an area that causes significant tension for some families. In such cases we make individual arrangements to support the family. For some, this may mean that the homework programme is suspended whilst for others it may be a reduced timetable or completion by an alternative method. We are also seeking to operate a homework club for children in the upper stages to provide support and time for those who are busy out with school hours.

The focus of our participatory budgeting was to improve the attendance and punctuality of our target group. The introduction of our Common Room, open to all children in the upper stages before 9.00am has proven to be very popular and the children were very engaged and motivated when providing ideas as to what should be on offer for them. We have seen

increased attendance and punctuality for most children but within our target group this was less consistent, however their attendance did increase from that noted in previous years.

Increased provision of playground equipment was selected through our PEF vote and the children via the Pupil Council identified items and games that would help improve the quality of their playtimes. Most children have demonstrated an increased ability to share the equipment and compromise with each other. The access to an increased variety of play equipment has motivated most children across the school who comment that they enjoy their playtimes more. Feeling that playtimes are more fulfilled has led to increased motivation and engagement in the following class based learning for most. Further work is required to support children in dealing with conflict within the playground as, when this occurs, it can take significant time for some of our children to de-escalate and cope with a return to classroom learning. We will continue to target this through our Health & Wellbeing curriculum.

Due to staff absences and limited availability of parent / carer helpers we were unable to offer a second hand uniform provision during session 2021 – 2022. This will be reintroduced during 2022- 2023 via our Parent Council.

Relaxation of our uniform policy enabled parents to buy non-branded / embroidered clothing for school. This has proven to be popular with parents as the difference in cost between the two is quite substantial. During Covid restricted periods, children could come to school wearing warm, non-school coloured clothing for outdoor P.E. This tended to be worn for the duration of the school day as we had limited access to changing facilities during this period. Next session we will return to school uniform being worn and children changing for P.E. We provided some of our families who fell within our PEF group, with items of clothing from the small stock held in school.

Financial supports continue to be incorporated into newsletters, app messages and letters. We have supplemented items where possible and have ensured that families of children within our PEF group are not required to pay for trips or activities.

To ensure that no female within our school is affected by period poverty we have adapted our previous provision so that sanitary ware is available within all female toilets, therefore preventing the need for anyone to have to approach a member of staff to access it.

Next Step(s) to inform SIP for 2022/2023:

- Revisit our 'Cost Of The School Day' policy
- Reintroduce second hand uniform availability
- Continue to subsidise trips where possible
- Continue to include financial support information with letters, newsletters and app messages.
- Audit potential of snack provision for all children in light of cost of living and fuel increases.
- Homework Club (within wider suite of extra-curricular clubs)

National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

The main barriers to learning experienced by children across our school community relate directly to:

- Attendance

High absence levels have affected the progress of a small number of children within our school population. Some have medical conditions which makes them more susceptible to minor illnesses and bugs. Others do not have known medical conditions but do tend to be absent from school on a regular basis for minor ailments.

When targeting our older children we have organised a number of activities and initiatives that begin / are carried out in the mornings, shortly after the children enter school and complete the administration tasks eg. lunches. This has helped to encourage most children to come into school on time and to increase attendance. The activities are things that motivate the children or that they enjoy participating in. They vary from buddying duties to sports based initiatives. We have also opened our Common Room which has been hugely successful with our P6 & P7 pupils. The children do not have access to the provision unless in school prior to 9.00am as it is not available at other times of the day. This has impacted positively on attendance and punctuality for most of those targeted.

- Attainment related ASN

Some of our children who experience difficulties in Literacy and / or Numeracy have identified low self-regard for themselves as learners. They have low perceptions of their own learning capacity and self-worth (PASS Assessments). This can negatively impact with their ability and willingness to engage with learning. These children also tended to engage less readily with home-learning tasks during lockdown periods and they experience difficulties completing homework.

Sessions with our SST to target specific areas of difficulty and targeted assessment to identify gaps in learning have helped us to support children who experience difficulties across the curriculum. Our Support Staff are timetabled to support different children across the entire week and the children work with them on differentiated tasks as well as on individual programmes. Work programmes have been tailored to follow a weekly routine to allow the children to develop their familiarity with them and therefore become as independent as possible. Game and play based learning has been used to support learners who find written tasks very demanding and difficult to complete. The use of specialised equipment and ICT to support learners is incorporated into daily class routines and within supported learning sessions. Programmes such as IDL have been used to focus on Numeracy and Literacy whilst keyboarding skills are practised through the Typing Club. Children work within their classroom but when it benefits them to do so, will work with an adult in another location around the school for short periods. This can provide them with a quieter and less distracting working environment. Incorporating a mixture of written and practical tasks enables children to demonstrate their learning and understanding in different ways.

- **ASN with a particular emphasis on separation anxiety**

A number of children have found it difficult to reintegrate back into school life following previous periods of home learning. Following significant support we are beginning to see this reducing and the children showing increased positivity towards school. Staffing issues hindered our ability to provide 'out of class' supports such as nurture during last session but this will be reintroduced in 2022 – 2023 as we have increased staffing availability.

Supporting children with separation anxiety based difficulties has been very dependent on the needs of each individual. For some children we have employed the use of a 'softer start' with games and toys of the choosing to help ease them into their school day. This has also included avoidance of busy areas such as the playground and lines. For others we have employed given them 'special duties' and responsibilities such as feeding our fish or delivering register books. This has given them a focus and a purpose for being in school. In such cases, this has helped to feel valued and needed. We have incorporated buddying sessions at the start of the school day for some children. They enjoy spending time with an older buddy to work on a quiet craft, reading or maths activity. Where beneficial we have also provided children with ICT time at the start of the day to allow them to enter school and get organised a little earlier than their peers and then work on a quiet activity as their peers enter and get settled.

Children's family financial background should not be a barrier to learning in regard to participation in school life or activities as we provide all materials that children require for their work.

Our Breakfast Club service ended in June 2022. Unfortunately due to staffing issues, Support Services were unable to secure replacement staff and this moved to a 'Toast And Go' service. Our Breakfast Club Service was generally used for childcare purposes and not attended by any of our PEF children.

Progress and Impact

What difference did we see? What did we achieve?

- Our Common Room has assisted with our P6 & P7 children's attendance and punctuality. Children targeted via our PEF group have made some improvement but this has been inconsistent and variable depending on individual circumstances. Our wider P6 & P7 cohort's punctuality have improved greatly with very few entering late via our main entrance.
- Initiatives put in place to support children with attainment related ASN have helped to increase children's confidence and resilience. Some children have become over reliant on adult support and presence when engaging in their learning based tasks.
- Providing increased responsibilities and buddying opportunities have helped to increases in children's resilience as they have taken pride and grown confidence in their roles, in helping others and in having a sense of self-worth and value. Children are calmer on entry into school and less anxious when leaving their parent / carer.
- Although all children with separation anxiety have shown positive steps when arriving at school, some still have a higher than average absence rate.

- All children in our PEF target group and across the wider school have accessed school activities and outings if they have wanted to participate.
- Since moving to the 'Toast and Go' service we have seen a dramatic increase in the number of children who are coming to school before 8.45am in order to have some toast before starting school.

Next Step(s) to inform SIP for 2022/2023:

- Support children to be more independent in their written work and general task completion.
- Improve punctuality in children across P1-5.
- Subsidise school trips, outings and activities for all children within our PEF target group.
- Provide water bottles and equipment for PEF target group and children without.
- Provide stationery and items required for homework task completion.
- Provide environment for children in P5-7 to complete homework (including access to ICT equipment where required).
- Further develop children's ICT skills
- Reintegration of Nurture to support children with separation anxiety
- Target Social and Emotional Wellbeing, Engagement Beyond School and Promoting Healthy Lifestyles through PEF