



Cairns Primary School



## Standards and Quality Report 2022/23

### Context of the school:

Cairns Primary is situated in the Halfway area of Cambuslang. The immediate local area is predominantly social housing with some privately owned accommodation on the outskirts of our catchment area. Cambuslang is a developing area and our catchment has been 're-zoned' several times over the years to accommodate the growing number of families moving into new build housing in the wider community.

Our current roll, as of June 2023 is 327 pupils over 3 ASN classes and 12 mainstream classes. In addition to catering for P1-P7 pupils, Cairns has an excellent Nursery facility with capacity to provide 48 full time places for early learning and childcare, bringing our total role for this session to 375 pupils.

Cairns Primary was established in 1957, however, we moved into our new, 'state of the art' school building in February 2012. This provides an excellent, modern environment in which our children can learn and achieve. As a school we have developed our vision statement, 'Lead, Learn, Aspire, Achieve,' to reflect how we feel about our school and our learning. We believe everyone has the right and the potential to be leaders in their own learning and to aspire to achieve to be the best they can be. As a school we have chosen four core values; love, friendship, honesty and trust. We promote positive relationships within the school and foster an ethos, which encourages all pupils to respect themselves and others. Our school rules are 'be safe,' 'be ready,' and 'be respectful' and we promote them across our school community.

We pride ourselves in our open-door policy and welcome parents and carers as partners in their children's learning. We work with parents as partners in our children's learning and development and have been working hard to re-establish the connections and opportunities for joint working which were lost during the pandemic.

Our school was last inspected by HMIE in December 2018. The report was published in February 2019 and we were awarded the grades of VERY GOOD for QI 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment and QI 3.1, Ensuring Wellbeing, Equality and Inclusion, and GOOD for 3.2 Raising Attainment and Achievement.

Our Nursery class was last inspected from the Care Inspectorate in March 2023 and were awarded grades of VERY GOOD for all assessed quality indicators. The reports endorse our school and nursery self-evaluation and the key strengths around the ethos and leadership at all levels of the establishment. We have continued to build on these strengths and work hard to maintain our high standards of provision here at Cairns.

## Review of progress for session Aug 2022- June 2023

<b>School priority 1:</b> Raise attainment in Literacy.	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.4 Personalised support 1.3 3.2 Raising attainment and achievement
<p><b>Strategy</b></p> <p><b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>• Improve writing skills across all stages with a particular focus on raising attainment at P3-P7.</li> <li>• We aimed to create a more consistent approach to the teaching and assessment of writing across the school, leading to raised attainment and confidence of teachers and pupils.</li> </ul> <p><b>Raise attainment in spelling from P1-7.</b></p> <ul style="list-style-type: none"> <li>• We agreed on a consistent approach to teaching and assessing spelling, and in sharing the spelling targets and results with our parents to raise attainment across all stages.</li> </ul> <p><b>Progress and Impact</b></p> <p><b>What difference did we see? What did we achieve?</b></p> <ul style="list-style-type: none"> <li>• 95% of Staff report feeling well supported and more confident following the whole staff training and follow up support sessions around writing and spelling.</li> <li>• 90% of staff feel more confident using the moderation approaches and report this has helped them develop their skills and understanding of teaching writing and spelling.</li> <li>• All staff report shared resources and professional discussions have helped them improve their skills, knowledge and understanding of teaching writing and spelling this term.</li> <li>• Staff delivered a 4-week training programme for Parents/ Carers to share teaching strategies which can be used at home to support their child/children. 100% of the participants reported the initiative was relevant and had improved their knowledge, skills and confidence to support their child/children.</li> <li>• In December, Primary 1 staff used South Lanarkshire Council's phonological screening assessment to identify children requiring additional support. Additional teaching and Family Learning sessions took place in February and had a positive impact on improving the targeted group's attainment. When re-tested in March, 80% of the pupils improved their skills in word repetition, first sound identification, alliteration, and oral blending.</li> <li>• 9 pupils from Primary 2 received 3 sessions per week using the 5 min box Literacy intervention. At the beginning of the intervention, all pupils were 6 months of more below their chronological age in both Spelling and Reading. At the end of the intervention, 78% of the targeted group were equal to or above their chronological age in both organisers.</li> <li>• Effective use of ICT to raise attainment in Spelling.</li> <li>• All teaching staff received training from the Specialist Support Team for South Lanarkshire's <i>'Framework for additional support needs of children and young people, identifying, understanding and addressing weak literacy skills and dyslexia'</i></li> </ul>	
<p><b>Next Step(s) to inform SIP for 2023/2024:</b></p> <ul style="list-style-type: none"> <li>• Provide more spelling and literacy based supported study for our targeted pupils and their families.</li> <li>• Engage in the Talk for Writing Programme and begin roll out of training for staff.</li> </ul>	

- P1 teaching staff, support staff and Depute Head to engage in the Nuffield Early Language Intervention to target and enhance children's understanding of the meaning of words, their ability to understand coherent spoken language, and their ability to use language to express ideas.

School priority 2:	
<p><u>NIF Priority (select from drop down menus)</u>  <b>Improvement in attainment, particularly in literacy and numeracy.</b>  <u>NIF Driver</u>  <b>Parent/carer involvement and engagement</b>  <b>Parental engagement</b></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u>  <b>3.2 Raising attainment and achievement</b>  <b>2.5 Family learning</b>  <b>2.2 Curriculum</b></p>
<p><b>Strategy</b>  <b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>• To increase the variety of opportunities for all parents/carers of Cairns Primary to re-engage with our school following the restrictions of the Covid 19 Pandemic.</li> <li>• To engage with Parents as partners to encourage collaborative working to improve outcomes and attainment of pupils.</li> </ul> <p><b>Progress and Impact</b>  <b>What difference did we see? What did we achieve?</b></p> <ul style="list-style-type: none"> <li>• We wanted to provide more opportunities for our parents to engage in the life and work of our nursery and school to support their own children.</li> <li>• We created a parent ‘hub’ which is a non-threatening parent venue where we can hold various events and classes/courses with a focus on; <ul style="list-style-type: none"> <li>✓ Adult learning</li> <li>✓ Health and well being</li> <li>✓ Money matters and lifestyle information sessions</li> <li>✓ Curricular workshops</li> <li>✓ Re-cycling schemes to support the community.</li> </ul> </li> </ul> <p>This was an ideal venue; however, it was a temporary gazebo structure which succumbed to the weather during the winter months. This was very disappointing as we had witnessed a high turnout of parents to the various events, we had organised pre-Christmas and 100% of parents who attended reported the sessions as very good or excellent.</p> <p>To further increase parental engagement opportunities, we planned various activities across the session to reconnect with our parents after the pandemic- allowing parents into school for:</p> <ul style="list-style-type: none"> <li>✓ Open nights- for school and nursery</li> <li>✓ Nursery Parent Committee meetings</li> <li>✓ Nursery stay and play sessions</li> <li>✓ PEEP sessions in nursery with links with P1 parents.</li> <li>✓ We Re-introduced Families Connect Programme for nursery- P3 parent/carers.</li> <li>✓ Each class had two Curriculum visits for parents to come into class and join in the learning</li> <li>✓ We had various Showcasing the learning events across the stages.</li> </ul> <p>We had over 80% attendance across all classes P1-6 for each of their curriculum parental engagement sessions. This averaged about 60% for P7. We had over 75% attendance for almost all classes at our open night and we always have over 90% attendance for all nursery events. We feel this is very encouraging and demonstrates the value of parental engagement opportunities across the school. The feedback we received from parents was also very encouraging and positive, with clear and effective ‘next steps’ identified.</p>	

*Feedback from parents/carers:*

**Is there anything else that you feel we should do as a school to support Parental Engagement across the school?**

- I think Cairns has a great pupil and parent engagement
- No, I feel the school does a lot at the moment to encourage parents to engage in their children's learning
- Maybe do it on different days to help working parents as we feel bad if cannot attend
- No improvements on what I have attended
- You are doing a great job
- No, I think ASN do really well
- I think the school does everything they possibly can
- No, my daughters had great support from she started and more than happy
- It can be hard for working parents to attend these events, we often have to rely on grandparents supporting
- If possible, it would be nice to participate more in consultations/focus groups about school plans on various topics like reward systems, homework, etc
- No, the school keeps parents very well informed and provides continuous guidance and support.

Using our PEF funding, we also engaged the services Working with a Barnardo's worker to support 4 of our families to allow them to engage and support their children. This has been especially helpful for new families who have started at Cairns. Our Barnardo's worker has been key in helping us to develop our relationship with these families and support the children here at Cairns.

**Next Step(s) to inform SIP for 2023/2024:**

- Continue to develop our Parental Engagement Strategy. Feedback from parents and staff has informed our planning so we will move from a Parental Engagement **week** twice a year to a parental engagement events across the session, allowing staff the autonomy to choose when in the course of the learning they would like parents to visit their classes, and giving parents time to apply for time off work, and assist with the logistics if they have more than one child in the school.
- Evaluations and feedback from staff, parents and pupils have valued supported study when parents have been involved. We saw most impact on attainment following targeted supported study sessions, especially in maths with children reporting they felt more confident following the sessions. We will further develop this next session.
- We have lost our Parent Hub Venue- we will be looking to find alternative accommodation which maintains the less formal constraints of the school building.
- Feedback from parents and staff has suggested we incorporate evening parental engagement opportunities for parents who work. We will plan for at least 2 events next session, including our open evening.
- There are specific areas parents have requested support e.g., internet safety, reading support etc. We will use parental feedback to inform our planning and consult on more specific topic areas at our 'Meet the teacher' event in August.

School priority 3: Health and Wellbeing	
NIF Priority (select from drop down menus) Improvement in children and young people's health and wellbeing NIF Driver Curriculum and assessment Assessment of children's progress	HGIOS?4 QIs (select from drop down menus) 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum

**Strategy**

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

- To develop coherent planning for Health and Wellbeing to support our pupils in school and the community.
- To embed nurture within classes and target identified groups of children to attend nurture daily or on weekly sessions to raise attainment.
- To look at approaches to supporting distressed behaviours to improve children's health and wellbeing.

**Progress and Impact**

**What difference did we see? What did we achieve?**

We set up a nurture classroom which delivered daily sessions to a group of children in P2. 2 children were re-integrated back in to mainstream. Through Boxall profiling, all children made improvements in their targeted strands.

5 afternoon nurture groups were set up which targeted 38 pupils across P2-7. These focussed on improving self-esteem, wellbeing, social skills and friendships. We also set up a P7 transition group to support specific pupils who were anxious about this change.

100% of the pupils responded that they strongly agreed that they had enjoyed nurture this year. All agreed that nurture had helped to improve their skills and improved their confidence.

100% of parents agreed that nurture had a positive impact on their children's health and wellbeing. On evaluating our Nurture provision this session, our data has demonstrated an increase in attainment, achievement and engagement from all our smaller group Nurture sessions. Next sessions, we will further develop this approach for targeted pupils and move to developing nurture principles in every class rather than one targeted class.

We ran a programme called Seasons for Growth for 8 pupils to support change and bereavement. We had an 80% turn out for the parent celebration showcase.

Our counselling programmes for 6 pupils across the year provided weekly check ins with pupils who had experienced trauma to support their health and wellbeing. This will continue next session. Children reported feeling supported and listened to and an improvement in how they feel.

We began working with Barnardos in January 2023 and are supported 1 day per week. Currently 6 children from 4 families are being supported. Weekly home visits are allowing parents/carers to have regular check ins and support to help their children. This will be evaluated in the new session. Staff created planners for the first 3 cogs in Emotion Works to support wellbeing within their class and encourage pupils to think about the impact their behaviour has on themselves and others. All staff have used these resources in their class. All staff reported that they have noticed an improvement in those pupils who attended nurture. All staff said that the new reflection restorative conversation with children using emotion works has had a positive impact on the pupils. We had a focus on staff wellbeing and created a more relaxing space for staff breaks. There was also a focus on this at staff tapestry sessions.

**Next Step(s) to inform SIP for 2023/2024:**

- Continue to develop and embed Emotion Works across the school (the next 3/4 cogs). This will be used within Health and Wellbeing and developed across the curriculum. It will also continue to be developed within our PPRUDB approach.
- Nurturing principles will be developed within all classrooms. This will include planners to incorporate them in teaching and learning, as well as calm corners and staff training. Staff

have identified nurture training and support for children with mental health difficulties as areas they would like to develop.

- Staff have identified staff wellbeing as an area they would like to continue to develop. This will be done through tapestry and CLPL opportunities – staff ambassadors, wellbeing wall, training and staff events.
- Feedback from parental questionnaires suggest some would like to take part in parental workshops around supporting their child. These would be around emotion works, supporting additional needs and information sessions on nurture. Our Barnardo's worker and our engagement with the Supporting Families Project will help us to increase participation with targeted families.
- Develop Pupil Health Ambassadors to support their peers in classes and in the playground.

School priority 4: Outdoor Learning	
<p>NIF Priority (select from drop down menus) Improvement in children and young people's health and wellbeing NIF Driver Curriculum and assessment School Improvement</p>	<p>HGIOS?4 QIs (select from drop down menus) 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p><b>Strategy</b></p> <p><b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>To evaluate and develop whole school/nursery approach to Outdoor Learning.</li> <li>To provide higher quality outdoor learning experiences for our pupils across all stages in line with STEM/Global Citizenship</li> </ul> <p><b>Progress and Impact</b></p> <p><b>What difference did we see? What did we achieve?</b></p> <ul style="list-style-type: none"> <li>✓ Outdoor Learning Committee set up. The pupils stated they wished to learn about STEM, animals sport and nature.</li> </ul> <p>The committee identified a space near water (a pond or a river) and woodland as ideal learning environments for OL. Our local greenspace, Cambuslang Park, provides this and is a 5 minute walk from our school.</p> <p>To improve OL, the committee stated more OL trips offsite, planting onsite and increased focus on learning about nature as priorities.</p> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>✓ The Outdoor Learning Working Party was set up to evaluate our whole school approach and develop this. We identified that the school required a consistent, progressive approach to Outdoor Learning.</li> <li>✓ A planner was developed for all stages and rolled this out in T3 to go forward into next session. Majority of staff responded this has had a positive impact on learning. This planner is specific to our local community and ties in with SL's Outdoor Learning Progression Planners.</li> </ul> <p>Majority of staff responded that they are not confident in delivering outdoor learning and training providers have been identified for next session.</p> <p>Nursery + ASN + Mainstream staff have worked collaboratively leading to high quality learning experiences for our pupils.</p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>✓ Increased use of local green space – Outdoor Lessons taking place in Cambuslang Park across all levels, ASN and Nursery.</li> <li>✓ P7 pupils buddied P1 pupils and nursery pupils to Cambuslang Park for lessons.</li> <li>✓ We identified a need to develop partnerships with organisations within our local community. We have connected with local organisations – Kirkhill Bowling Club, Friends of Cambuslang – to increase our offering to our pupils.</li> </ul> <p><b>On Site</b></p> <ul style="list-style-type: none"> <li>✓ Development of outdoor space – Sensory Garden extended</li> <li>✓ ASN playground developed- to provide safe environment for outdoor learning.</li> </ul>	

### **Parental Engagement**

81% of parents responded they are aware that Outdoor Learning takes place in the school.

89% of parents responded that Outdoor Learning has a positive impact on their child's achievement across the curriculum.

45% of parents responded they would like to take part in an Outdoor Learning Parent's Group to improve outcomes.

*Feedback from parents/carers:*

### **Do you feel Outdoor Learning has a positive impact on your child's achievement across the wider curriculum?**

- Yes I think going out of the class and outside is good for them and can help concentration
- Yes it allows them to have time out from the classroom walls and allows them to learn in an environment that's maybe suited better to their needs
- Yes and it also helps with mental health.

### **Next Step(s) to inform SIP for 2023/2024:**

- Continue to develop and embed Outdoor Learning Planner and resources across the school. This approach will continue to be developed through our maintenance agenda.
- Further enhance links with local organisations to enable nursery and school children to visit regularly to engage in high quality learning experiences
- Further development of onsite spaces – allotment area to encourage pupils to be leaders of their own learning
- Timetabled use of outdoor classroom and support for lessons to local greenspace
- Feedback from parental questionnaires suggest some would like to take part in an Outdoor Learning Parent Group, this will be set up

**School priority 5: ASN**NIF Priority (select from drop down menus)

Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

Curriculum and assessment  
School Improvement

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.2 Curriculum

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

To improve attainment for our ASN pupils by implementing a consistent approach to planning across the authority. A consistent approach to use of technology across SL establishments to enhance social communication outcomes for our ASN pupils.

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

BSquared, Connecting Steps and Evisense planning approach implemented in Cairns ASN Base. All teaching staff proficient in use of Connecting Steps to inform planning for pupils working on Milestones and CfE. P1/4/7 Cairns ASN Pupils on track with authority wide data capture for progress from September 22 to March 23.

New individualised planners were created to streamline planning and to be more compatible with Connecting Steps. Evidence for Additional Support Plan target was uploaded Evisense to enhance tracking and monitoring and better inform next steps for learning.

A new end of year report was created to be more consistent with Connecting Steps planning and targets. All parents questioned responded positively to new format.

Staff attended ASN Inset at Sanderson High School to develop knowledge of AAC and how to successfully implement it at Cairns. SALT evaluated AAC with class 1 and 2 throughout the year and fed back to Acting DHT that there is a consistent and effective use of AAC within classes to support learning.

A Play based approach was implemented in Class 1 to enhance learning outcomes for our 1-3 pupils. Play Scotland observation sheets used to track and monitor impact of play sessions in soft-play room.

**Next Steps**

- Further use of data captured from Connecting Steps to identify ASP targets and better inform planning across all areas of the curriculum.
- Use of Evisense to share evidence with parents/carers and enhance parental engagement. Further development of AAC – use of apps and talking tiles to support non-verbal learners.
- Talk to type Chromebook extension used to support literacy for P4-7 learners
- Introduce Play Based learning approach for pupils working at Pre-Early and Early level

**Next Step(s) to inform SIP for 2023/2024:**

- Continue to develop and embed ASN Individualised Planners to streamline planning
- Increased use of Evisense to evidence learning across all areas of curriculum
- Use of BSquared data wheels to inform next steps of learning
- Staff to identified training opportunities to increase knowledge and confidence in delivering Play based learning
- Staff to work collaboratively with mainstream Early Level staff to ensure consistent approach across school

### Strategy

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

#### Participatory Budget

Over the last few years, we have been unable to take our children out of school to extend their learning opportunities and experiences, as a result of the pandemic. In discussions with our children, many of them did not go on holiday over the summer and some did not leave Cambuslang. Educational outings and opportunities enhance the experiences of learners and have always been an integral part of life and learning here at Cairns, prior to the pandemic. With the rising cost living impacting on every aspect of life, we feel asking families for additional money to allow their children to participate in sporting competitions, attend educational outings and experiences would not be possible at this time. With over 56% of our school population part of our PEF cohort and a number of working families on low incomes, we balloted our parent body, staff and pupils regarding a possible focus for this session's targeted PB money. Financing of educational trips and excursions came top of each group's list as a number one priority for this session's PB project.

- Free School Trips - 116
- Community Garden - 14
- After School Clubs - 45
- Enhancing Play within the School Grounds - 41

#### Raising Attainment in Literacy- with a focus on Spelling

A group of 20 learners in P6 (12) and P7 (8) have been identified as having spelling difficulties - all pupils are between 18 months and a year behind their chronological age according to the SWST baseline undertaken in June 2022. Through research, it has been identified that regular use of ICT software to enhance spelling skills would benefit these children. 20 Chromebooks were purchased to enable this group of learners to access this each day, with the support of the Equity Teacher, which maximises staff time. The devices were loaned to pupils at weekends and over holidays to enable them to continue to access this resource at home. Support sessions were provided for parents to help them understand the approach and encourage them to help their child access this at home. We also ran supported study sessions to support the children and help with engagement.

#### Raising Attainment in Literacy – with a focus on Reading

The development of Early Level Literacy skills plays fundamental role in all learning. With over 56% of our school population part of our PEF cohort and a number of working families on low incomes, we used a proportion of our PEF budget to purchase high quality texts for all learners in Primary 1. One book per calendar month were issued to families to make positive links between school and home. Activity packs were issued to families each month to support family learning and to allow parents/carers to discover the benefits of sharing stories, songs and rhymes.

*Feedback from parent's/carers:*

**Do you feel the 'mini library' for every child in P1 has been helpful?**

- Yes, it's great to have a selection of books!
- Yes, my daughter loves getting a book from school.
- Yes definitely. I must admit most of them we did already have, but we do have a lot of books, but I really do think it's a great idea in general. Maybe choosing less well-known books would also be an idea?
- Very- it's been excellent. It has enhanced my son's interest in books, and he asked to read them himself.
- We haven't done the activities but enjoyed the books.

Through robust analysis of our literacy data, we have identified a group of 14 children throughout the school P3 (5), P4 (5), P5 (4) who have been identified as having fluency as a particular reading difficulty. Parental workshops were offered to families and all children participated in supported study sessions to support reading fluency. Our Equity teacher and our additionality post provided additional support for the targeted group.

Baseline assessments carried out in October 2022 indicated that 16% of our P2 cohort scored up to 6 months behind their chronological age. From the 16%, 88% are SIMD 1 + 2. From November 2022- March 2023, the targeted group received 3 weekly sessions using the 5-minute box as an intervention to help close the poverty related attainment gap.

### **Raising Attainment in Numeracy**

Robust analysis of numeracy assessment data identified a group of children (P1 (5); P2 (5); P3 (5); P4 (5); P5 (5), P6 (5)) throughout the school who are not achieving with their expected age/stage for numeracy. We were able to use our Equity teacher and our additionality post to provide support for the P3, P4, P5 and P6 groups and the other groups were supported within the class.

### **Supporting children's Health and Wellbeing through our whole school nurturing approach**

20 pupils in P1-7 (9 in P2, 5 in P3, 4 in P4, 5 in P5, 9 in P6 and 3 in P7) have been identified as having distressed behaviour and/or social, emotional and behavioural needs. Baseline Boxall profiles undertaken in May 2022 show these pupils are not within norms for both the developmental and diagnostic strands. An additional PEF funded Nurture teacher will lead a Nurture Group for these identified pupils. This teacher will also develop nurturing principles across the school, which will support these pupils with transitions.

### **Raising attainment through attendance**

After a robust analysis of the school's attendance figures, it was identified that 54 learners across P1-7 who reside in SIMD 1 and 2 and entitled to FSM have attendance below 90%. We have identified two key groups, 1 group with average baseline attendance below 89% and one group with an average baseline of 65%. Our school attendance had not improved as much as we had hoped, and it was a priority to raise awareness of the importance of attendance and time keeping with all stakeholders.

### **Participatory Budget**

All stakeholders voted overwhelmingly for the funding of out of school experiences for our pupils this session. Using our PB, we linked with class teachers and planned at least 2 educational excursions for all classes. In addition, some classes were able to engage in a number of sporting outings and experiences and the whole school benefited from a health and wellbeing outing last June. We have been able to provide a number of opportunities for children at no cost, which has removed financial pressure for families, and removed any financial barriers for pupils to attend these experiences.

Altogether we funded over 40 trips this session for our pupils, and this has been a very successful PB project which has had a great impact on our pupils.

### **Raising Attainment in Literacy- with a focus on Spelling**

20 Chromebooks were purchased to enable this group of learners to access this each day, with the support of the Equity Teacher, which maximises staff time. The devices were loaned to pupils at weekends and over holidays to enable them to continue to access this resource at home. Support sessions were provided for parents to help them understand the approach and encourage them to help their child access this at home. We also ran supported study sessions to support the children and help with engagement.

From the 20 learners identified, 75% improved their spelling ages to within 6 months of their chronological age and all children improved their spelling ages. Attendance at Supported study sessions for upper school was good, with an average of 80-85% attending each session. We will continue to provide after school supported study sessions for pupils who require support with their literacy.

### **Raising Attainment in Reading**

Our P1 book initiative was a great success. Qualitative data gathered from Pupil focus groups showed 100% of children enjoyed receiving their monthly text. In addition, qualitative data indicated that 100% of Parents/ carers valued the project as it increased opportunities for home learning. 100% of parents/carers replied it was a project the school should continue in session 2023/24. Reading data in Primary 1 has improved by 6.6%. Our attainment figure for session 2021/22 was 64.2%. Attainment data for session 2022/23 = 70.8%.

Supported study sessions attended by the targeted group of 14 pupils across P3 (5 pupils), P4 (5 pupils) and P5 (4 pupils) proved to be a successful intervention. Feedback from class teachers reported that all children involved now demonstrate increased confidence during Literacy lessons. From our March baselines assessments, 71% of the (10 pupils) are now scoring equal to, or above their chronological age. The remaining 29% (4 pupils) are now within 6 months below their chronological age. 50% of the 4 pupils improved their reading age by up to 14 months. Targeted support for the 14 pupils will continue in session 2023/24.

Weekly sessions from our support staff using the 5 min box intervention had a positive impact on raising attainment in reading and spelling in our Primary 2 cohort. As mentioned above, from our October baseline assessments, 16.6% (8 pupils) scored up to 6 months behind their chronological age in both reading and spelling. When re-tested in March 2023, this reduced to 6.25% (3 pupils) scoring up to 6 months behind their chronological age. 62.5% of the learners who engaged in the intervention now have a reading and spelling age equal to or up to 5 months above their chronological age.

### **Raising Attainment in Numeracy**

We had supported sessions 3 times each week and used Maths recovery programme, rather than catch up approaches, to target the gaps in their learning which has been identified by MALT assessments. During term 1 and 2 the interventions happened regularly, however during terms 3 and 4 there were, at times issues in consistency because of absence cover.

In P3, 10 children were taken three times a week for small group teaching sessions. Class activities and home learning tasks were also planned by our PEF funded intervention teacher. This group were also targeted for supported study sessions after school. 90% of the targeted group made more than one year's progress, based on their MALT assessments.

In P4, we were able to support 2 groups of pupils, again each group receiving 3 small group teaching sessions each week until Christmas time. After Christmas, one of our intervention teachers had to cover an early maternity leave, with the P4 class. From this group of 15, 73% made progress and have achieved first level by the end of May. Most of the children who made progress attended all supported study sessions, however those who did not make progress, did not attend and also had attendance which was below 90%.

We had to reduce some support sessions to focus on our P4 cohort and to support absence cover within the P4 class and the P4/5 class, however our data demonstrates that regular attendance, specific tailored work in small group sessions, especially when provided by the class teacher who knows the pupils, in a relaxed setting, has made a difference to many of our targeted pupils this session.

### Raising attainment through attendance

We started 2 whole school initiatives, one where we recognized 100% attendance each month and gave certificates and house points at assembly and the other where we highlighted each class's attendance at assembly and the class with the highest percentage each week gained a small reward. This raised attainment early in the session; however it has not been as consistently effective across the year as we had hoped.

We purchased a Barnardo's worker for 1 day a week to liaise, through our parental Engagement strategies, to raise attainment for these groups by getting them into school more regularly. The worker did not start until half way through the session. She has been taking time to get to know the families and we are hopeful this will have more of an impact next session.

We saw some improvements in our targeted group's attendance; however, overall attendance has not seen the positive improvement we had hoped for. Several targeted children have been supported out with school by other agencies, as they have refused to come to school this session. This is as a result of a number of personal issues and something which we have been trying to support their families with.

From our targeted group, we have no children this session who have managed sustained attendance over 90%. We have an increase from 25% to 37% in children attaining between 85% and 90% attendance however, from our targeted group, 63% have attendance below 85% this session. This is incredibly disappointing and, despite our monitoring and tracking approaches and being in contact with parents, this has not improved.

This will be a major focus for us this session and we have contacted SLC to apply to be part of their Improving attendance project for next session.

### **Next Step(s) to inform SIP/PEF Plan for 2023/2024:**

- Major drive and focus on attendance next session to engage pupils and parents on the importance of regular attendance and good timekeeping and highlight the benefits of such. (Contact SLC CQS to enquire about participating in attendance project.)
- Provide supported study sessions to raise attainment in literacy and numeracy for targeted pupils.
- Provide family learning opportunities through parent/child home learning clubs supported by staff.
- Use PEF funding to target pupils in class by providing opportunities for team teaching and small group nurture sessions to promote progress and achievement in literacy, numeracy and to support Health and Wellbeing.
- Further develop approaches to raise attainment in literacy, with a focus on writing, by introducing the Talk For Writing Approach across the school.