

## Spittal Primary School Standards and Quality Report 2021 - 2022

### Context of the school:

**Our School:** *Spittal Primary School and Nursery Class is a non - denominational school situated in the area of Spittal in the district of Rutherglen and Cambuslang, South Lanarkshire.*

*The new school building opened in December 2012 and offers accessible accommodation which is designed for Education in the 21<sup>st</sup> Century, ensuring a positive learning environment for all learners.*

*In session 2021 – 2022, the school had a role of 147 pupils which was split over 6 composite classes. The nursery class had up to 40 children who have had the opportunity of being in nursery from 9am – 3pm each day as part of Scottish Government’s pledge for 1140 hrs Early Learning and Childcare.*

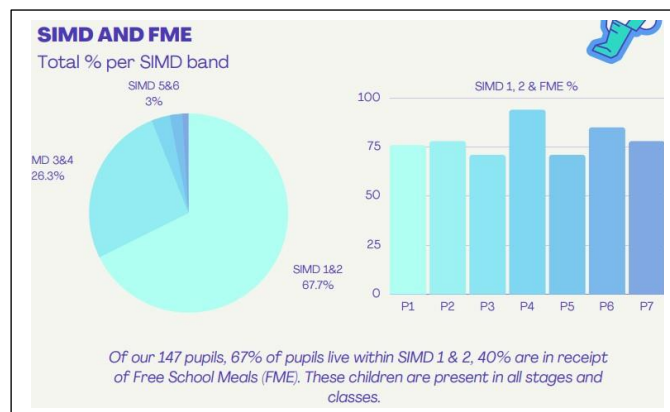
*Staffing consisted of the Head Teacher, 1 Principal Teacher, 7 teachers and 6.5 support staff. 5 members of support staff working throughout the school supporting various children with learning and teaching whilst we had 1.5 members of support staff offering clerical support. The nursery had 1 full time Teacher, a Nursery Team Leader and 4 Early Years Workers.*

*Spittal Primary School was awarded Pupil Attainment Funding of £64,900 for session 21 – 22. We used some of this funding to increase our staffing allocation by increasing by 0.6 teacher and by a full time Support Assistant to allow us to focus attention on targeted groups of children to raise attainment and also to support recovery. We invested in new resources and staff training with a particular focus on Literacy, Health and Well Being, Outdoor Learning and Play.*

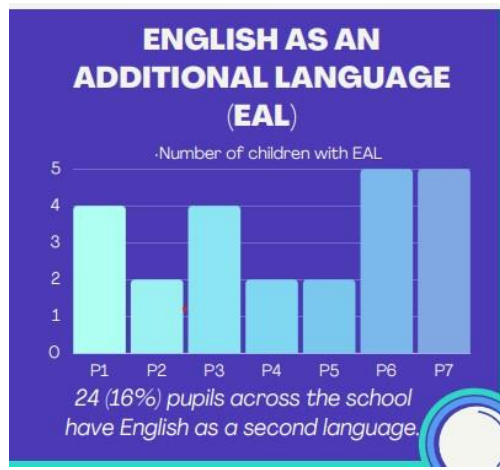
*In session 21/22 of our roll of 147 school pupils, 67.7% lived in a home within SIMD 1 or 2. We have a significant amount, 26.3% of children living in SIMD 3 and 4 areas ( some of which were previously in SIMD2 areas) as well as 3% of families who live in areas of higher SIMD but with some still living in poverty and deprivation.*

*39% of our school pupils – 58 pupils were in receipt of Free School Meals.. These figures are significantly higher than SLC or national levels.*

*54 pupils are in the school through placing requests representing 36% of our total pupils.*

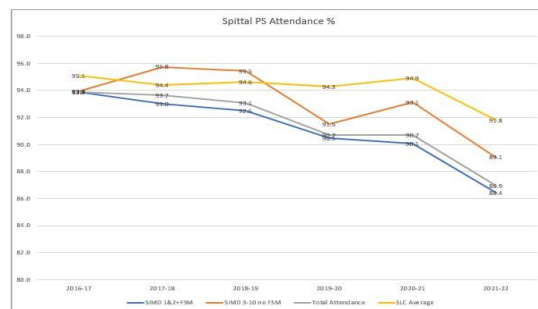


*In session 2021/22, 65 pupils ie 44% of our children required support for an identified Additional Need at some point throughout the session, 24 children ie 16% of our school pupils required support with English as an Additional Language.*



*Our Attendance rates for the session have decreased to around 87%. This is below the SLC target of 95% and the SLC average of 91.8%. This significant decrease may be due to increased absence due to COVID and parental anxieties around the pandemic. There have also some children whose attendance had been very low due to their anxieties and their parents worries about returning to school after lockdown. We continue to encourage attendance at school and will work hard with families to increase this. Attendance is monitored regularly and parents contacted in line with SLC attendance guidelines.*

Spittal PS	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
SIMD 1&2+FSM	93.9	93.0	92.5	90.5	90.1	86.4
SIMD 3-10 no FSM	93.9	95.8	95.5	91.5	93.1	89.1
Total Attendance	93.9	93.7	93.1	90.7	90.7	86.9
SLC Average	95.1	94.4	94.6	94.3	94.9	91.8
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Gap	0.1	2.7	3.0	1.0	3.0	2.6



*In session 22 – 23, there will be a strong focus on attendance with a whole school approach to encouraging excellent attendance as well as targeted focus on improving the attendance of identified pupils.*

*Spittal Primary has very high expectations and aspirations for all its learners and the staff work effectively as a team and with partners to ensure that we provide the very best learning experiences for all of our learners which will raise attainment consistently, ensuring that our pupils develop as successful learners, confident individuals, responsible citizens and effective communicators. We aim to nurture happy and confident children who will be successful and will contribute positively to the wider community.*

*In Spittal Primary we aim to provide a safe, positive and welcoming environment where all members in our school community can be supported, nurtured and encouraged to be the best they can be.*

Vision Statement:

We share, we learn, we grow, we care.

Values

Supporting all learners to reach their potential

Preparing for Lifelong learning.

Including everyone in all we do

Trusting and being trusted

Teaching a curriculum for the 21<sup>st</sup> century

Aiming high to achieve success

Learning to live, living to learn.

*During Session 21 -22 there has been a targeted effort to re establish the Parent Council, "The Friends of Spittal". Along with the existing members, the school engaged in an effort to encourage more parents to be involved in "The Friends of Spittal" whose aims are to contribute to school life, in terms of fundraising, supporting learning and providing extra curricular activities. A Google Form was sent out to all parents to gauge interest and to determine the best time of day to hold meetings. We received 8 replies from parents who were interested in joining . 50% of those parents wanted meetings during the school day and 50% wanted meetings in the evening. As a result it was decided that meetings would be held alternately with minutes sent out to all. It was also agreed that the role would be more of a PTA as members did not want the formality or responsibility of being chair, treasurer etc.*

*We are part of the Stonelaw Learning Community and work collaboratively with local schools and nurseries to share good practice, engage in moderation activities and ensure positive transitions for all. In session 21 -22 all teaching and support staff were involved in joint training on Feedback led by a QIO. Staff then focussed on a particular area of the training and fed back their experiences to the colleagues across the Learning Community. Staff worked with staff across the Learning Community to enable children to participate and benefit from a variety of transition events and activities. The school's head teacher worked with the other Learning Community Head Teachers across a variety of projects across the schools*

## Review of progress for session Aug 2021- June 2022.

School priority 1: Continuity of Learning	
<p><u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 2.4 Personalised support</p>
<p><b>Strategy</b></p> <p><b>What did we set out to do?</b></p> <p><b>Attendance – To improve attendance rates by 5%</b></p> <p><i>We set out to increase levels of attendance across the school.</i></p> <p><i>We had planned to introduce a whole school programme to encourage , reward and celebrate attendance. SLT were to monitor attendance on a weekly basis and work in partnership with identified families and pupils to increase attendance. Any barriers to attending school were to be highlighted and support given to remove these barriers.</i></p> <p><i>Banks of learning materials were to be created for children who were absent to maintain engagement with learning.</i></p> <p><b>Raising Attainment – We aimed to raise attainment levels in Reading and writing by 5%</b></p> <p><i>Pre Pandemic there had been a sustained focus on Reading and Writing and with improved pedagogy based around NL Active Literacy and Talk for Writing, attainment levels had risen. Assessment data and teacher’s professional judgement had seen a decline in children achieving the appropriate levels in Literacy especially in Reading and Writing in the session 20 -21. We had aimed to revisit our approaches and refocus on pedagogy to ensure high quality learning and teaching. We aimed to increase Reading for Pleasure opportunities, further develop our positive reading culture by enhancing our library provision and increase whole school involvement in the SLC Reading Challenge and the First Minister Reading Challenge. In order to improve the standard and fluency of handwriting we aimed to review our handwriting policy. We also aimed to improve attainment in writing through improved pedagogy and more frequent and relevant opportunities to write.</i></p> <p><b>Progress and Impact</b></p> <p><b>What difference did we see? What did we achieve?</b></p> <p><b>Attendance -</b></p> <p><i>Due to SLT absence the whole school attendance programme did not get off the ground. This will be introduced in session 22- 23.</i></p> <p><i>A spread sheet was created by SLT to help identify pupils whose attendance was of concern and to aid the monitoring of attendance . 36 pupils whose attendance was below 85% were identified. It quickly became evident that monitoring and recording on a weekly basis was unmanageable so this was done on a monthly basis. Pupils were identified and SLT corresponded with families via phone, in person chats and formal attendance letters. The YFCL worker engaged with 6 of the families between Sept and November and April – June. ( Long term absence Nov - April)</i></p> <p><i>Of the 36 pupils identified, 52% of them had attendance figures of between 70 and 85%, 30% had attendance figures of between 60 and 69%, 12% had attendance figures of around 50- 59% and 5% had attendance figures of less than 50%.</i></p> <p><i>Unfortunately for the 5% of pupils who had below 50% , their barriers to learning were very complex and despite multi agency support, their attendance continued to decrease throughout the session.</i></p>	

*These children were supported with home visits from SLT, support from YFCL worker, offers of reduced and individualised timetables, out of class learning and successful referrals to I-sgoil which offered them the opportunity to be part of an online class and learning.*

*The 12% who had attendance rates of between 50% and 60% saw very small improvement in attendance as the barriers to their attending school remained in place again despite support from YFCL worker and school staff.*

*The group of 30% with attendance figures between 60- 70% saw a slight improvement with some of these pupils seeing a 6- 10% improvement.*

*The greatest difference was with the group whose attendance was at 70 – 80% - 10 of these pupils improved their attendance to rates of 90% plus.*

*Unfortunately the overall school attendance rate was lower than previous years falling from 90.7% in session 20 -21 to 86.9 % in session 21 – 22. Absence codes and notes from parents suggest this may be due to both confirmed and non confirmed Covid in the family and increased rates of Viral illness in the community.*

*This decrease was in line with a decrease in SLC average attendance figures from 94.9 in session 20 -21 to 91.8% in session 21- 22.*

### **Raising Attainment - Strategy**

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

**Progress and Impact**

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

*Due to high levels of staff absence throughout the year and very challenging circumstances within the school in Term1 , the planned support from Recovery Teacher and PEF funded staff was not able to be implemented as thoroughly as we had planned for. It has also been evident that due to the pandemic, school closures and home learning , staff have been hesitant and lacking in confidence to award levels when they feel a significant amount of learning had not been covered. This was discussed at length but may still have had an impact .*

**Pedagogy-** *New staff and staff changing stages were given in house training on Active Literacy and Talk for Writing. All teaching staff refreshed their knowledge on both approaches by revisiting training notes and videos as well as regular staff discussion and peer observations/visits. Support staff worked collegiately to refresh their approaches when using interventions such as Catch Up Literacy, Catch Up Numeracy, IDL and 5 minute boxes etc Observed lessons and planning meetings have focussed on the teaching of reading and writing and staff appear very focussed on providing the pupils with excellent learning opportunities for all children.*

**Handwriting** – *a working party was set up to look at how best to improve the teaching of handwriting. Through research, staff discussion, speaking with colleagues in other schools as well as taking advice on from Speech and Language and Occupational Therapy colleagues it was agreed that there was a need to focus on pre handwriting skills. A policy was devised and implemented by all staff. All classes were provided with a “Finger Gym” resource box and activities were planned and implemented daily in P1 -3 and 2 -3 times each week in P4 – P7 to improve flexibility, hand/finger muscle tone and stamina when writing. As part of the policy, Nelson Script was identified as a standard font for all to use both in the teaching of handwriting and also in displays, worksheets etc. Teachers observed and reported improvement in children holding their pencil correctly and improved dexterity when writing. Jotter monitoring also revealed improved letter formation and neater more fluent handwriting for most pupils.. Linking the teaching of handwriting to the teaching of phonics and spelling has been successful in reinforcing handwriting and phonic/ spelling rules giving extra practice and focus. Evidence from observation and jotter monitoring suggests that around 70% of children have demonstrated improved handwriting. This focus will continue in session 22- 23.*

**Reading** – *Work continued on Reading Schools and the school achieved Silver Award. 19 children have been involved in local library challenges and all classes have been involved in the First Minister Reading Challenge. The school library was relaunched, a P6 library committee set up to “run” the library was involved in choosing and purchasing new books with a focus on making the library selection of books more diverse and all classes are visiting and borrowing books regularly. All classes are reading for pleasure each day and all class teachers are reading a class story/ novel to the children each day.*

Home learning activities have had a focus on encouraging families to read to their child and making opportunities for their child to read regularly. Daily Active Literacy lessons have focussed on skills such as fluency, comprehension, prediction etc Although we did not achieve a rise of 5% as hoped, we have seen a slight improvement in the achievement of appropriate levels in Reading, moving from 73.70% to 75.38%. This is an increase of 1.68%.

The evidence for the P2 and P3 cohorts shows that they are attaining at a lower rate than the other cohorts. These are children who have experienced disruption at nursery and their early years in primary through Covid .

**Writing** - there has been a refreshed approach to the teaching of writing with class teachers demonstrating a more confident approach to use Talk for Writing as an approach to delivering progressive and high quality writing lessons and activities. Classroom observations have confirmed this and through learning conversations, most children appear more engaged with their learning in writing with many children being able to talk about and demonstrate strategies they have been taught. Teachers professional judgement and assessment info in June shows an overall picture of 62% of children across the school on track in writing with 67.69% achieving the appropriate levels at P1, P4 and P7. This unfortunately has been a decrease of 10% from session 20/21's figure of 77.8% Some stages were achieving slightly higher than average with 71% of P1 on track, 69% of P6s on track and 70% of P7s on track. There is evidence of lower achievement rates at P2, P3 and P4 and these cohorts will be a focus for next session. The reasons for this decrease in attainment levels are complex but we are aware that during the pandemic and periods of home learning, children were writing less and when recovery started children appeared less willing to write and lacking in stamina and enthusiasm. Previous learning had to be revisited and consolidated for most children. Recovery Teacher input was targeted as below:

**SPITTAL PRIMARY SCHOOL**  
**RECOVERY ANALYSIS 2021-2022**  
**Writing Intervention Jan - Mar**

Recovery intervention around writing was the focus for the second term. This was led by Miss Thomson, and implemented by Mrs Whittle and Miss Elliott.

**Attainment**

**Rationale**

- ACEL data from October 2021 tracking and monitoring meetings identified writing as a whole school focus.
- 69% of children were on track, 28% of children were not on track and 3% of children were not assessed.
- Recovery teachers and class teachers met to identify target groups and their needs, through discussion and writing assessments using the Scottish Criterion Scale.
- Recovery teachers identified focus criteria for each target child using a RAG status. Children were then grouped according to age/stage and need.

## Outcomes



- By April 2022, 60% of children in the identified target group will have improved in their focus Scottish Criterion Scale statements, moving from either red to amber, or amber to green.
- By April 2022, class teachers will have noticed an improvement in focus areas of writing for their target group, with evidence gathered through observation and discussion with recovery teachers.
- By June 2022, the identified target group's overall attainment in writing will improve by 10%.



## Measures

- Pre and post-intervention writing assessment, using a RAG status of focus statements from the Scottish Criterion Scale, for each child.
- Discussion between class teachers and recovery teachers during pre and post intervention meetings.
- Predicted levels data for writing attainment in June 2022.



## Evaluation

### Pre/Post Intervention Writing Assessment

- 26 children participated in the writing intervention across early to second level. 100% of these children made some improvement in their focus areas.
  - 3 children were targeted at Early Level across 4 focus statements. 70% of statements assessed are now green, therefore on track.
  - 7 children were targeted at First Level 1-3 across 6 focus statements. 52% of statements assessed are now green, therefore on track.
  - 11 children were targeted at First Level 4-6 across 6 focus statements. 86% of statements assessed are now green, therefore on track.
  - 5 children were targeted at Second Level 1-3 across 6 focus statements. 64% of statements assessed are now green, therefore on track.
- Overall, 69% of statements assessed are now green, therefore on track.

### Class Teacher and Recovery Teacher Discussion

- P1 teacher - "All three children are more confident at attempting to write their names."
- P2/3 teacher - "LK could only form o and c. He now forms all letters correctly, with only some reversals at times. MH is using a wider range of connectives, and MC's self-correction skills have improved."
- P3/4 teacher - "FM is adding extra information to his writing, and EK and JC can write four sentences correctly using capital letters and full stops."
- P4/5 teacher - "All five children have included connectives and openers in their writing in ways they weren't before."
- P6 teacher - "JA's attendance impacted progress, but there was improvement in letter formation. Both he and LM improved in the context of sentence writing, and should now work on application across areas."
- P7 teacher - "All children are more confident and have more flow to their work. MD made significant improvements which has really improved her self-esteem."

### Predicted Levels Writing Attainment Data in June 2022

- Between February and June, 1/26 children moved from not on track to on track, which is a 4% improvement in attainment (target of 10%).
- Between February and June, 8/26 children made progress within their level, showing a 31% improvement.
- Between February and June, 5/26 children went from being on track in February (but identified by staff as needing further support in March), to not being on track in June. 1 child struggled to engage due to SEBN.
- In June 2022, 62% of children across the school were on track with writing, showing a 7% decrease.





## Next Steps

- Writing to be a continued focus for raising attainment across the school in 2022-23.
- June 2022 predicted levels data to be analysed by teaching staff at the beginning of next session, to support discussion around professional judgement and build confidence and skill in this area as a staff.
- Further writing intervention to be carried out, to target current or newly identified children requiring support in specific areas.

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

**Attendance** – SLT to continue to monitor attendance of targeted group. Whole school reward programme for attendance to be implemented.

#### **Raising Attainment-**

*Continuation of implementing Handwriting policy.*

*Continued focus on Writing across the whole school, especially in the middle stages of P3, P4 and P5 to raise attainment by ensuring excellent teaching and learning opportunities. We aim to raise attainment levels in these stages by 5% by supporting specific groups of targeted children with extra teaching support and interventions. More work with staff to increase confidence in professional judgement around attainment of levels.*

*Continue improvement in attainment in Reading by offering exciting and challenging learning experiences and encouraging reading for pleasure across the school. Targeted support with appropriate interventions in Reading for P2 and P3 Cohorts to raise attainment by 5%*

**School priority 2: Health and Wellbeing**NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

1.3 Leadership of change

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

**Strategy**

**What did we set out to do?** *Improve Health and Wellbeing of our pupils by supporting staff wellbeing, equipping staff with knowledge, training and resources to support the health and well being of all.*

*Staff training on "Do be Mindful" to be delivered to support staff with their own wellbeing and in turn to equip staff with the knowledge and resources to deliver an age appropriate "Do Be Mindful" programme to children.*

*Further staff training on Attachment Strategy 20-21 we aimed for staff to receive further training on Attachment and Trauma to further develop trauma and attachment informed practice.*

*Staffing training on de escalation techniques ( MAPA) was planned to support staff in line with PPRUDB to support children who are displaying distressed behaviour.*

*2 further members of staff to be trained in nurture– 3 day accredited Nurture training to support our nurturing principles within the school.*

*2 members of staff to attend Medicap conferences – Attachment and Trauma Led Practice and Supporting Children's Mental Health and to share learning with staff team.*

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

*All staff participated in "Do Be Mindful" training which consisted of an introductory workshop on the August Inservice Day, explaining the programme, the theory behind it and the resources to be used. Teaching, Support and Early Years Staff then participated in a weekly on line session for 7 weeks aimed at adults to support their own wellbeing. 22 members of staff participated with 86% completing the 7 sessions.*

*Staff reported that*

*" they found the sessions really worthwhile and had learned new strategies to help them cope",*

*"really enjoyed the sessions – especially looking at mindfulness and trying it out"*

*"were making time in their day to be in the moment and breathe"*

*" had rediscovered some techniques previously used and could feel the benefit".*

*Staff then implemented an 8 week programme of resilience based recovery activities from Do Be Mindful with their classes and with the nursery children. Teachers observed that the children appeared to enjoy the sessions , especially the relaxation and mindful moments.*

*Children reported that:*

*"they felt calmer"*

*" really liked the mindful meditation"*

*" liked listening to their breathing"*

*"I know how to stay calm – I use my breathing".*

*Staff attended further training on Attachment theory led by Psychological Services and through discussion it is evident that with some staff are using this knowledge to inform their practice. Staff created a Staff library of professional learning books and materials which has been used widely and has created good discussion and sharing of experience/ ideas.*

*Our MAPA training session was cancelled as due to staff absences in their school, the trainer had been unable to complete the hours needed to remain accredited. Instead as a staff we revisited the PPRUDB document and had further discussions, sharing experiences , positive strategies and ideas. Staff are using the language of the document to describe distressed behaviour and are demonstrating an improved understanding of why children are behaving in certain ways and are more aware of what the child is trying to communicate.*

*2 members of staff have completed accredited Nurture training in session 21- 22. This has given one member of SLT an overview and greater understanding of the theory, practice and impact of Nurture and has enabled her to manage our targeted Nurture provision in school as well as supporting all staff in supporting their pupils within the 6 Principles of Nurture. A more robust method of identifying children in need of support through observation and Boxall Profiling is now in place and this is being tracked and monitored closely. More rigorous analysis of Boxall Profiles has allowed targeted support and staff are now confidently using the Boxall book activities to target identified needs. Planning of support activities/ learning is now more targeted and progressive. Through observation and discussion, staff confidence has grown in this area. As another member of support staff has been trained we have increased from offering 2 targeted groups running daily for an hour to 3 targeted groups running daily for an hour – this means we have been able to run 3 Nurture Groups, for P1 – 3, P4+ P5 and P6+P7 daily for an hour each. This has meant that a total 18 children have been supported through our Nurture Programme this session. Of these 18 children 16 are scoring more positively in their follow up Boxall Profiles and staff are observing more settled behaviours with these children appearing more ready to learn.*

*2 members of staff attended Conferences on Children and Mental Health and Trauma Led Practice – they shared their learning with staff during and this led to professional discussion.*

*6 children benefitted from working with counsellors through the Schools Counselling Programme with weekly sessions delivered in school.*

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

*To continue to actively support children and staff with their health and wellbeing.*

*Continue with our work on building resilience in our children by working with Action for Children on their Bouncing Back Programme. Working with Clydesdale Specialist Support Team to further develop our understanding of Trauma Informed Practice in supporting children. Further development in our Nurture understanding, practice and support.*

**School priority 3: Planning for Excellence and Equity**NIF Priority (select from drop down menus)

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

School Improvement

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

1.5 Management of resources to promote equity

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

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

**Data** - We recognised that there was a need for further development in the collection, recording and analysis of data to inform on progress and to identify gaps. We aimed to use this improvement in working with data to improve our identification of gaps in learning and target pupils accordingly.

**Nurture** - Re establish Nurture Room and re establish Nurture Groups working towards 3 Groups running daily.

2 members of Staff to attend Accredited Nurture Training. More robust collection and analysis of Boxall Profiles to assess needs and to identify next steps

**Participatory Budget** - In line with SLC and Scottish Government policy, all stake holders were to be consulted on the spending of 5% of PEF – approx. £3200. To set up a committee of staff and children to lead on identifying 4 choices of what the school community wanted to spend the allocated money on and to carry out voting to choose 1 aspect to move forward with. To resource and implement the choice of the stakeholders.

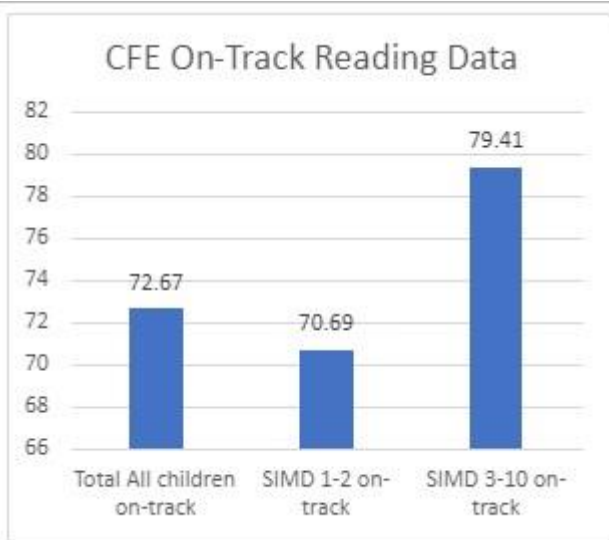
**Progress and Impact****What difference did we see? What did we achieve?**

**Data** - In the summer term, SLT worked with Greg Ramage, Development Officer from SLC Equity team during several sessions to gather and collate our existing data and create a recording framework which would work for our school. We looked at how to create “School on a Page” data, “Class on a Page” data, cohort data for Literacy and Numeracy as well as looking at how we could lead staff in using this data confidently to identify gaps and target individuals or groups who were needing input and support. The Equity Development Officer led a staff discussion on the need and importance of data and the benefits of data informed planning. Along with SLT, the Development Officer worked with staff to increase confidence in analysing data, identifying possible barriers to learning and identifying groups of learners or individual learners who with support could improve attainment. Teachers identified children in their classes for session 22 – 23 to plan targeted support for.

The collection and recording of data is now more robust and easier to access. Updated data for June 22 is being finalised to issue to staff on the first in service day to allow staff to use the latest data to inform planning.

	Reading #	Reading %	Writing #	Writing %	T+L #	T+L %	Numeracy	Numeracy %
Total All children on-track	109	73	93	62	120	80	106	71
Total all children not on-track	39	26	55	37	28	19	42	28
Total children not assessed	2	1	2	1	2	1	2	1
SIMD 1-2 on-track	82	71	75	65	93	80	84	72
SIMD 1-2 not on-track	34	29	41	35	23	20	32	28
SIMD 3-10 on-track	27	79	20	59	27	79	24	71
SIMD 3-10 not on-track	7	21	14	41	7	21	10	7

Date: **June 2022**



The data indicates that across SIMD1 and 2 in comparison with SIMD 3 - 10 bands:

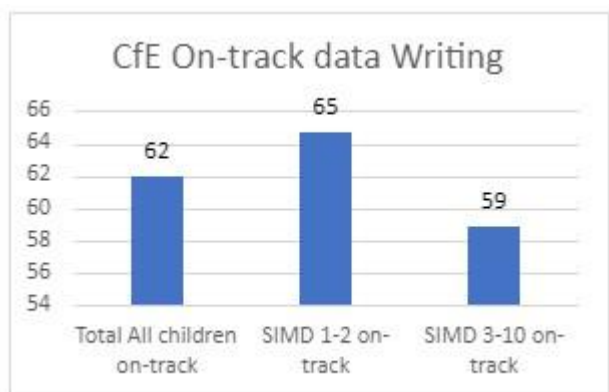
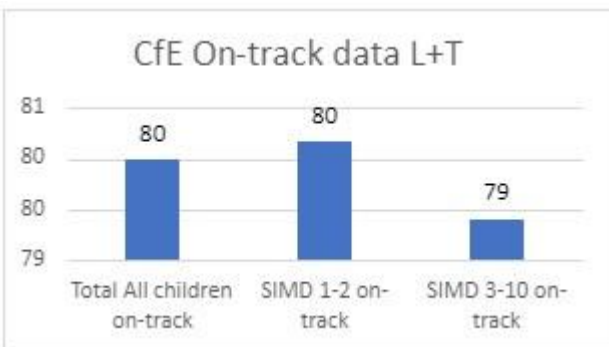
In Reading we have an overall gap of 8.72% across the school.

In Writing we have a reverse gap of 6%

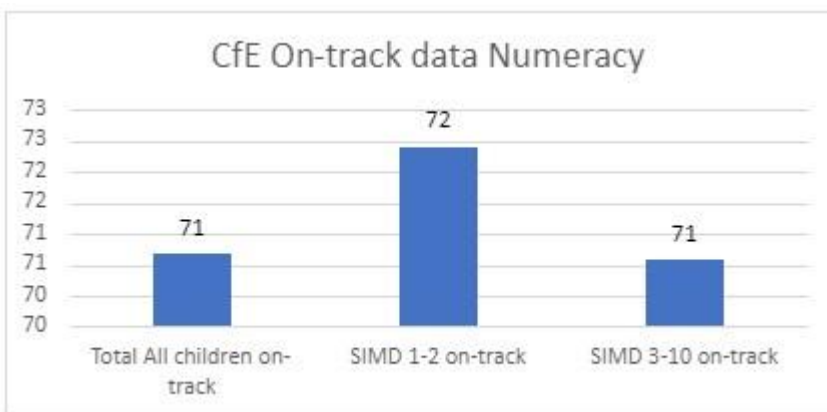
In Listening and Talking we have a reverse gap of 1%

In Numeracy we have a reverse gap of 1%

These low figures/ percentages difference indicate that there is very little small gap which in reality could be the difference of one child. As a school we look at individual children, taking account of SIMD data but using professional judgement to ensure all children who are requiring support are given it.



All class teachers have access to their individual class data and will be using that to identify the gaps and to target children to receive additional support in order to close these gaps.



Children who were identified last session received targeted support either from their class teacher, SSAs or from our Recovery Teachers in Term 1 (very limited due to circumstances in school and staff absence), Term 2 Writing as mentioned earlier and Term 3 Numeracy. As detailed below:



# SPITTAL PRIMARY SCHOOL

## RECOVERY ANALYSIS 2021-2022

### Numeracy Intervention Apr - Jun

Recovery intervention around numeracy was the focus for the third term. This was led by Miss Thomson, and implemented by Mrs Whittle and Miss Elliott.

Attainment



### Rationale

- School focus had previously been based around literacy. Professional dialogue suggested numeracy support was required next.
- In February 2022, 75% of children were on track, 22% of children were not on track and 3% of children were not assessed in numeracy.
- Recovery teachers and class teachers met to identify target groups and their needs, through discussion relating to the benchmarks.
- Recovery teachers identified focus benchmarks for each target child using a RAG status. Children were then grouped according to age/stage and need.

### Outcomes



- By June 2022, 60% of children in the identified target group will have improved in their focus benchmarks, moving from either red to amber, or amber to green.
- By June 2022, class teachers will have noticed an improvement in focus areas for numeracy for their target group, with evidence gathered through observation and discussion with recovery teachers.
- By June 2022, the identified target group's overall attainment in numeracy will improve by 8%.



### Measures

- Pre and post-intervention review of the benchmarks, using a RAG status for each child.
- Discussion between class teachers and recovery teachers during pre and post intervention meetings.
- Predicted levels data for numeracy attainment in June 2022.



## Evaluation

### Pre/Post Intervention Benchmark Review

- 24 children participated in the numeracy intervention across early to second level. 100% of these children made some improvement in their focus areas.
  - 11 children were targeted at Early Level across 8 benchmarks. 31% of benchmarks assessed are now green, therefore on track.
  - 6 children were targeted at First Level across 19 benchmarks. 51% of statements assessed are now green, therefore on track.
  - 7 children were targeted at Second Level across 7 benchmarks. 80% of statements assessed are now green, therefore on track.
- Overall, 54% of statements assessed are now green, therefore on track.

### Class Teacher and Recovery Teacher Discussion

- P1 teacher - "JI and PS can now count with 1:1 correspondence, and HI and KM are supported with this through concrete objects."
- P2/3 teacher - "All children now use the focus strategy for addition, which has helped their mental maths and recall speed."
- P3/4 teacher - "Both children were so engaged and motivated to learn through the sessions. Their times tables are now so much better."
- P4/5 teacher - "SC and MA's retention improved as sessions continued, and all four girls identified strategies that worked for them when counting on and back."
- P6 teacher - "Times table recall was a struggle for MR and MI, but after input they were getting 75% correct with an answer time of maximum 6 seconds."
- P7 teacher - "Building independence through consolidation of basic number facts worked well for this group, and really strengthened their knowledge and built confidence for transition."

### Predicted Levels Numeracy Attainment Data in June 2022

- Between February and June, 5/24 children stayed on track and 1/24 children moved from not on track to on track, which is a 4% improvement in attainment (target of 8%).
- Between February and June, 8/24 children made progress within their level, showing a 33% improvement.
- Between February and June, 7/24 children went from being on track in February (but identified by staff as needing further support in April), to not being on track in June.
- In June 2022, 71% of children across the school were on track with numeracy, showing a 4% decrease. Further support for staff around level predictions has been identified as a focus for staff next session.

**Next Steps**

- June 2022 predicted levels data to be analysed by teaching staff at the beginning of next session, to support discussion around professional judgement and build confidence and skill in this area as a staff.
- October 2022 predicted levels completed alongside numeracy benchmarks to provide evidenced professional judgements that allow comparison in progress for previous targeted children during the first term.
- Whole school focus on the pedagogy of numeracy will be a SIP focus next session, through training offered on Maths Recovery resources.

**Nurture** - As mentioned earlier in the report, a member of SLT undertook accredited training and is leading on Nurture. As a result there is a more focussed management of Nurture provision in school and more robust strategies in place to ensure targeted planning, assessment and tracking to support meeting the children's needs. SLT, Class Teachers and SSAs met collegiately regularly to complete and analyse Boxall Profiles and plan interventions. As a result of having a third SSA trained we were able to offer 3 daily groups which has enabled 18 targeted children who all reside in SIMD 1 and 2 to benefit from Nurture provision in the last session. Of these 18 children, 3 have moved on to high school, 4 children have been assessed to not need further intervention in the meantime. 11 children will continue to receive Nurture input early in Term 1 of session 22 -23 whilst additional pupils will be assessed and identified to join the groups as the session goes on. Nurture room relocated to the mezzanine level and appropriately resourced.

**Participatory Budget** – A committee of pupils and staff was created and met to discuss ideas which had been gathered from all classes in relation to what the children would like to improve in the school. A vote was held in individual classes and a Google questionnaire was issued to parents.

68% of children and parents consulted were in favour of the budget being allocated to improve the provision of extra curricular activities for all children in light of the lack of provision during the pandemic.

A menu of extra curricular clubs for all age groups was created by the committee who worked closely with the Active Schools Coordinator. These clubs took place in the morning before school, at lunchtime and after school.

Sports equipment eg handball nets and balls, Tuke ball goals and balls, basketballs, footballs of all sizes badminton racquets and shuttlecock etc were procured and coaches funded to deliver sessions through out the session for all age groups.

Coaches were organised to deliver the clubs including dance, dodgeball, multi sports, football and boxercise.

Staff also participated in CPD opportunities – hand ball and Tuke ball to increase confidence in delivering extra curricular clubs.

Club registers showed a very good uptake of clubs and excellent attendance.

Some of the budget was also spent on outdoor playground markings for younger children to encourage outdoor play. These are being regularly used by the children in P1 – 3 who appear to be enjoying the variety of outdoor play options.



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

*Data - Teaching staff and SLT to continue to gather data and record appropriately. Teachers to use data to identify gaps and target specific groups or individuals. Teachers to track and record progress on a termly basis. SLT to monitor spreadsheets and discuss at tracking meetings with a focus on closing the gap.*

*Recovery work to continue with a focus on Reading in Term1, Writing in Term 2 and Numeracy in Term 3.*

*Nurture provision to continue with more staff being trained and all staff focussed on Nurturing Principles. SLT to create tracking tool for Nurture.*

*Participatory Budget. – restart the process for Session 22 -23.*

