



DAIRSIE PRIMARY SCHOOL
Standards and Quality Report
Achieving Excellence and Equity



Context

Setting/School Roll (including ELC/ASC)	40 pupils - September 2020 Census			
FME	14% - 5 pupils			
Attendance (%)	Authorised	2.75	Unauthorised	0.78
Exclusion (%)	0%			
Attainment Scotland Fund Allocation (PEF and SAC)	£11,631 + 15% = £13,375			

Vision

PROUD of who we are... **PROUD** of what we do... **PROUD** of our differences!

Values

At Dairsie we value:

Perseverance
Respect
Honesty
Success
Kindness

At Dairsie we strive to be a 'motivated learning community' where everyone is involved in a continual cycle of self-evaluation and improvement. We aim to provide opportunities and experiences that will equip our children to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

We will achieve this by:

- Providing a safe and supportive environment where children feel happy and secure to try new things and take risks in their learning.
- Encouraging the emotional, social, physical, creative and intellectual development of the children through an excited and varied school experience.
- Encouraging children to explore, appreciate and respect their environment through our high quality outdoor learning curriculum with a focus on learning for sustainability.
- Providing opportunities for children to plan, organise and deliver real events; problem solve real life scenarios and take ownership for aspects of improvement.

Improvement for Recovery Priority Work Session 2020 - 2021

Focused Priority: Recovering our school community/Enriching our home learning /blended or lockdown approaches

NIF Priorities

1. improvement in attainment, particularly in literacy and numeracy
2. closing the attainment gap between the most and least disadvantaged children
3. improvement in children's and young people's health and wellbeing
4. improvement in employability skills and sustained, positive school leaver destinations for all young people.

NIF Driver

School leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School improvement.
Performance information

HGIOS 4 Quality Indicators

- 1.3 Leadership of change
- 2.5 Family Learning
- 2.6 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion

Our HGIOS

Theme 1 – Our relationships
Theme 2 - Our Learning and Teaching
Theme 3 – Our school and community
Theme 4 – Our Health & Wellbeing
Theme 5 – Our Successes and Achievements

Progress:

Safe Environment

All staff adhere to national guidance and policy, risk assessment regularly reviewed and updated to reflect changes. In school mitigations are well embedded.

Covid Mitigations shared weekly with families via weekly update.

Pupil routines embedded, they stay within their bubbles at all times ensuring the safety of others.

Home learning approaches

Parent, pupil and staff feedback from 1st lockdown was taken into consideration and helped to form the basis of new remote provision going forwards. During the planning days (6th – 8th January) all families were contacted to discuss expectation, concerns and answer questions. The following actions were implemented:

- Streamlined online approaches to reduce workload and make it more straightforward for staff, pupils and parents, for example, use of ClassNote book and Assignments within Teams for uploading and sharing work
- All children trained to log into Glow and Teams as part of ICT lessons. P1 had daily practise of logging in and simple passwords were assigned to ease the login process.
- From September, weekly homework tasks uploaded to Teams (P4-7) to familiarise children with using the system.
- Class teacher set up trial meetings as part of the homework package to ensure children could access the channels and were familiar with how everything worked; thus ensuring children had the opportunity to ask questions and seek help prior to a lockdown.
- Communicated clear protocols for contacting members of staff to reduce the number of outlets to check.
- Devised a Sway template for sharing daily learning to ensure consistency across both classes.
- 'How To' leaflets for parents and walk through videos for pupils were created (navigating Teams, uploading work etc)
- All pupils received daily 'live' interactions via Teams with a combination of live and pre-recorded lessons.
- Features within Teams used to engage learners: break out rooms to enable peer feedback and small group teaching, Class Notebook to share and upload work and the features within it for providing immediate feedback.
- Daily Sway sent to families the previous day which ensured families could plan and organise the learning. Pre-recorded provided flexibility for families and ensured learning was not missed.
- Significant improvement to all staffs' ICT skills (Teams, Forms, Sway, PowerPoint videos, Kahoot! blue/green screen, memoji videos, live cook along, art lessons, guest speakers)
- Use of data to inform decisions – pupil, staff and parent feedback.
- Progression in literacy learning for our target children and progress in maths
- Data collection – progress in learning and sharing of data in P5-7
- Team ethos -sharing resources, ideas, joint planning and creation of fun activities to sustain high engagement (Masked Reader, Task Master, Pancake Palaver, Burns' Night)
- A literacy intervention programme targeting 15 learners was continued throughout remote learning.
- Throughout lockdown, families were regularly contacted via email and phone. Concerns about work quantity/engagement were discussed and support offered.
- Tracking of learner engagement and follow up with families.
- From February engagement data tracked across a 6-point scale.

- Phone calls home were made to offer support to parents of the children who were not attending online learning. Dialogue allowed for concessions to be made, ensure that quality learning and teaching was happening daily.
- Parent feedback sought at the after the first week - provision was adapted to reflect views. Feedback was sought again at Weeks 6 and a star rating at week 9 - [Final Feedback Form](#)
- P5-7 gave weekly feedback to class teacher via forms - [Pupil Feedback Form](#) Feedback was reflected upon and practice the following week was revised and adapted to reflect views.

Impact:

Safe Environment

During staff meetings and informal discussions all staff report feeling safe at work.

Staff have excellent knowledge of national guidance and policy.

To date no positive Covid case in school, despite community cases.

Home Learning

The impact of our high-quality remote learning provision can be evidenced through positive feedback from parents and pupils and consistently high levels of pupil engagement.

Parent/Carer Feedback

Week 1

We had a 70% response which highlighted a few minor issues - technology, balancing work commitments and home schooling, however, 'almost all' families were happy with our provision.

Week 1 Parent Feedback

We sought feedback again at week 6 and received an 80% return across our P4-7 cohorts which was 20 responses representing the views of 19 families from a possible 24. Across Primaries 1 to 3 we had a 77% return which was 10 responses representing the views of 10 families from a possible 13.

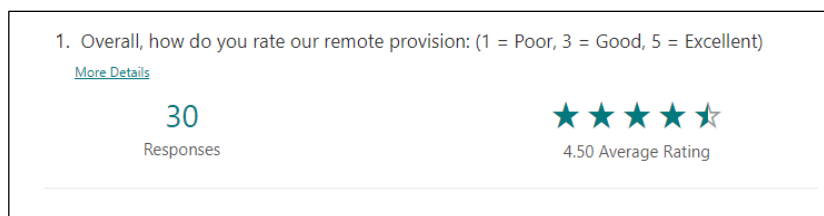
Week 6

In P4-7 pupil feedback was an area identified as requiring improvement as parents were unsure if their child had received feedback on work submitted. Across both classes progress in learning needed to be made more explicit to parents.

P4-7 Results - Week 6

P1-3 Results Week 6

At week 9, 88% of families rated our remote provision as Excellent.



Emails and Letters of Support

Pupil Feedback

In P4-7 pupil feedback was sought on a weekly basis via Forms, suggestions and comments were reflected upon and practice revised. Pupils requested

Please see example of responses below:

Week 3 Pupil Feedback

Week 8 - Pupil Feedback

In P1-3, verbal feedback was sought during live sessions and online lessons adapted to reflect suggestions.

In a recent survey (May 21) all parents reported their children likes being at Dairsie Primary and thought the school was well led and managed.

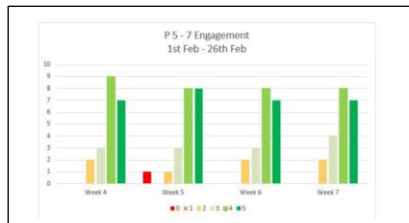
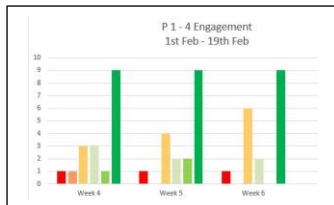
Learner Engagement

Learner engagement was consistently high during remote learning, this can be attributed to the motivating learning experiences offered.

Over the course of January engagement from P1-7 was reported as '**Almost All**' as we had 1 pupil who was absent from school long term.

From February we started to gather data on the level of engagement and tracked progress across a 6-point scale.

	P1-4	P5-7
5 Attendance, all work submitted and independent learning tasks	50%	30%
4 Attendance, all work submitted	5%	40%
3 Attendance, some work submitted	13%	18%
2 Attendance, no work submitted	24%	11%
1 No attendance, work submitted	2%	-
0 No attendance, no work	6%	1%



Throughout February 'Almost All' (92%) of P1-4 pupils attended online lessons (2-5 on the scale). The Majority submitted all set work and independent tasks.

During February and March, 'Almost All' (99%) of pupils in P5-7 attended online lessons (2-5), of that number, the majority submitted all set tasks (4 & 5).

Aspects of our remote provision has been highlighted as very good practice and shared by Fife Pedagogy Team.

[Supporting Parental Involvement and Engagement](#)

[Assessment and Feedback](#)

[Inspiring Insight - Fife Probationer Teachers](#)

Next Steps:

- New staff trained in use of ICT to support remote learning (Glow, all aspects of Teams, Sway and Forms, etc).
- Apply knowledge and understanding and skills developed during lockdown in to the classroom through use of Sway, Forms, Kahoot, interactive check ins.
- Provide opportunities both in class and through homework for all pupils to access Glow and Teams so that skills are kept up to date.
- Write blended/lockdown learning policy outlining expectations for staff, parents and pupils – with a focus on feedback and reporting progress to parents.
- Further develop ICT skills by creating Thinglinks for pupils to access learning and parents to access support materials.
- Include lockdown/home learning section on new Website to include 'How To' guides and videos to new website as a resource for parents to access.

**Improvement for Recovery Priority Work
Session 2020 - 2021**

Focused Priority: Close the attainment gap / increase attainment in literacy and numeracy.

NIF Priorities

1. improvement in attainment, particularly in literacy and numeracy
2. closing the attainment gap between the most and least disadvantaged children
3. improvement in children's and young people's health and wellbeing
4. improvement in employability skills and sustained, positive school leaver destinations for all young people.

NIF Drivers

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement.

Performance information

HGIOS 4 Quality Indicators

2.3 Learning and Teaching

3.2 Raising Attainment

Our HGIOS

Theme 1 – Our relationships

Theme 2 - Our Learning and Teaching

Theme 3 – Our school and community

Theme 4 – Our Health & Wellbeing

Theme 5 – Our Successes and Achievements

Progress:

Reading

- All staff engaged with Stephen Graham training videos to develop knowledge in how to develop a balanced reader; as a result, staff report having a greater understanding and increased confidence in identifying areas requiring input to raise attainment.
- Staff engaged in Benchmarking training to develop knowledge of identifying reading strengths and areas for development.
- Headteacher engaged in professional reading in the development of phonological awareness and undertook an in-depth online phonics course, comprising 14 modules. Knowledge and expertise cascaded to all staff during professional learning sessions. Increased knowledge and understanding of phonological awareness and development of reading.
- All staff engaged with Rocket Phonics sessions and Debbie Hepplewhite information and training videos in both phonics and handwriting.
- Almost all staff engaged in Fife Council's Promoting Playful Pedagogy programme which involved professional reading and dialogue.
- Additionality in staffing and PEF funded PSA support was utilised to deliver focused literacy interventions with small groups and individuals. This began in September and continued throughout remote learning, using a combination of PEF funded resources – Rapid Reading and Phonics, Hornet Spelling and phonic flash cards.
- Termly reading assessment of all pupils' using the Benchmarking kit; data informs approach to teaching and learning and identifies those requiring targeted intervention and challenge. In August benchmarking highlighted that almost all children's decoding was at expected level for age and stage but comprehension skills were lower than age and stage. Dialogue with staff identified this as an area requiring more systematic and focused teaching. PM Connectors were used as a guided reading resource from P4-7 and Reading Explorers and Read Theory online which focus explicitly on developing comprehension skills were used as a homework resource. P1-3 comprehension was developed through discussion and teacher devised questions.
- PEF funding was used to purchase a new reading scheme and literacy resources. We now have an extensive reading library to support a quality literacy curriculum.
- Reading resource area organised to ensure ease of access.
- Reading snug created to provide comfy, quiet area for individuals and groups to engage in teacher led and personal reading activities.
- Virtual author visits from Pamela Butchart and Emily Dodd.
- Successful in being selected to take part in a Systematic Synthetics Phonics Trial – Rocket Phonics. Full suite of resources have arrived in school ready to begin trial with P1-4 children in August.

Writing

- PM Writing programme purchased during session 2019-20, however, due to lockdown, the planned actions were not implemented, this was picked up again this session.
- All staff attended PM Writing online webinars - staff gained knowledge and expertise of how to teach the nine text types.
- Presentation of work across the school required improvement. Engagement with Debbie Hepplewhite's online phonics course brought the introduction of a cursive approach to handwriting which has been implemented across the school during Term 4.

- Staff additionality utilised to deliver targeted writing input for P4 and P5 pupils using PM Writing approach.

Maths

- New staff engaged in professional learning and collegiate activities to develop knowledge and understanding of the conceptual approach.
- Staff additionality utilised to develop the conceptual numeracy skills of P4 and P5 pupils. Small group approach identified gaps in learning which have been addressed.
- A few parents requested additional information to support children with maths during remote learning, some strategies shared, however, this was limited.
- Pupil focus groups highlighted that exploring concepts through active stations increased understanding, enjoyment and motivation.
- Inconsistent approach to teaching mental maths across the school

Impact:

Reading

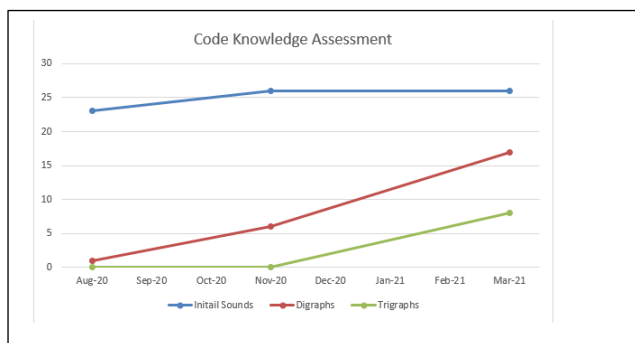
Targeted Intervention – P1-3

The data clearly shows the progress made by individuals in receipt of targeted intervention.

Children identified for targeted intervention had difficulty with grapheme – phoneme correspondence, they could not hear initial or end sounds and could not encode.

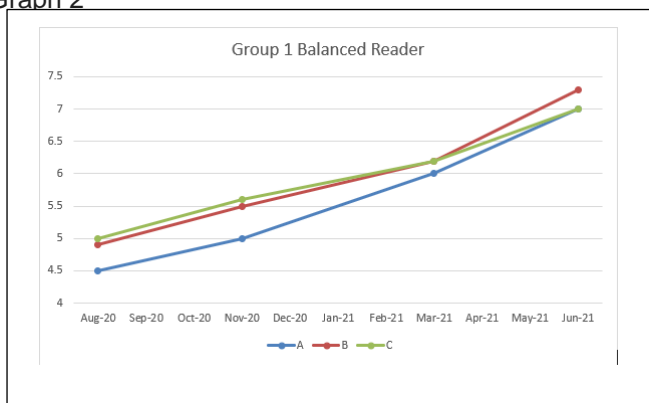
Targeted intervention was planned in partnership with parents and focused on grapheme-phoneme recognition and recall, sight vocabulary and blending. Once grapheme recognition and blending improved the children were placed on the Rapid Phonics Programme. During lockdown we continued with daily one to one input via Teams, we kept the same format as in school and additional reading books were collected by parents each week.

Graph 1



The data shows Child A had good recognition and recall of initial sounds, however limited recognition and recall of digraphs and trigraphs. In November all initial sounds were recognised and there was an increase in recognition of digraphs; trigraphs still posed difficulty. By March significant increase in recognition and recall of digraphs and trigraphs. Recent assessment highlighted very good recognition and recall of complex code, including spelling variations such as cy /s/, dge /j/.

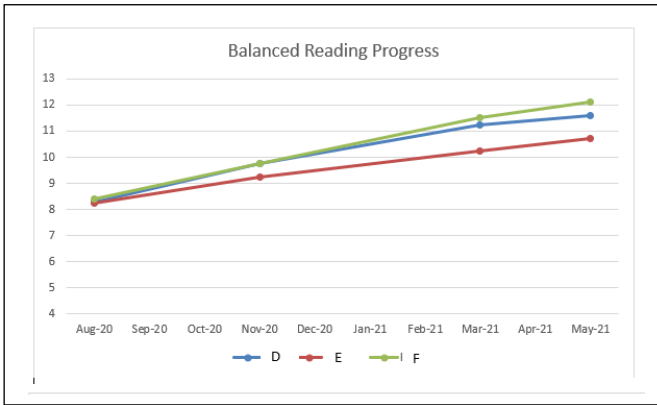
Graph 2



The data shows a 30 month increase in reading age for child A, 26 months for child B and 24 months for child C. Child As reading age is now equivalent to chronological age. Children B and C have made further gains to their reading age. Children report increased confidence and enjoyment for reading.

Across the P1-3 class, almost all children request additional reading with the headteacher and PSAs. There is clear motivation and enjoyment for reading.

Targeted intervention P5-7
Graph 3

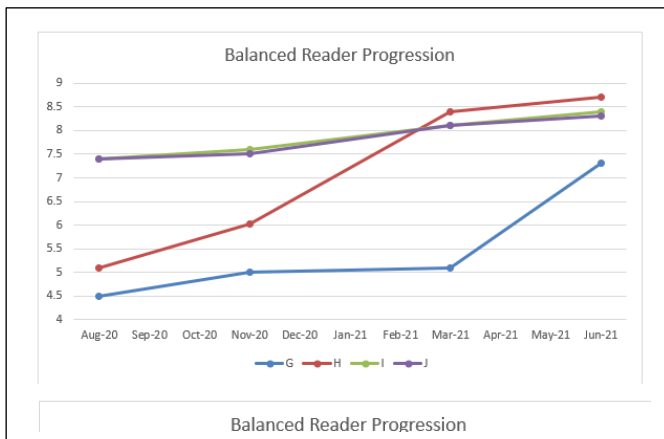


Children D, E and F's fluency and decoding skills were equivalent to their age and stage, however, comprehension skills were significantly below their age and stage. Intervention included daily reading using Rapid Reading Programme. Children encouraged to examine vocabulary, ask and answer questions and complete set tasks related to the text.

Daily input continued throughout remote learning.

Parents report that D and F now read at home for pleasure and attribute this to the intervention and Pamela Butchart online event. Child E has made significant progress but does not read for pleasure.

Graph 4



G and H both received daily one to one support prior to and during lockdown and included, grapheme and sight vocabulary flashcards, Hornet Spelling and online reading using the Rapid Programme. I and J read in a group using the Rapid Programme but did not engage with flash cards.

Between November and March H made significant progress in reading. As skills improved, mum reported H was reading at home for pleasure, this impacted on confidence and pace of progress. From March to June, H joined a group, this may be why pace of progress slowed.

From March to June, the pace and progress of G's reading ability rocketed. Sight vocabulary has improved significantly and there is obvious increase in confidence. One to one intervention has remained in place.

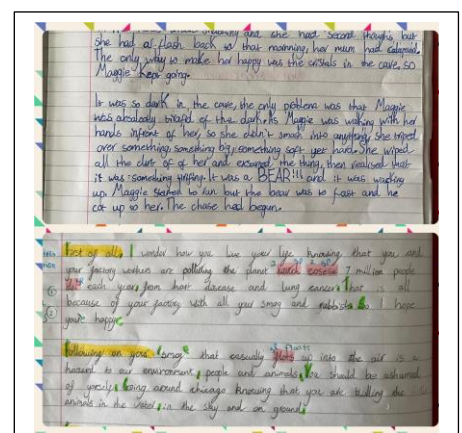
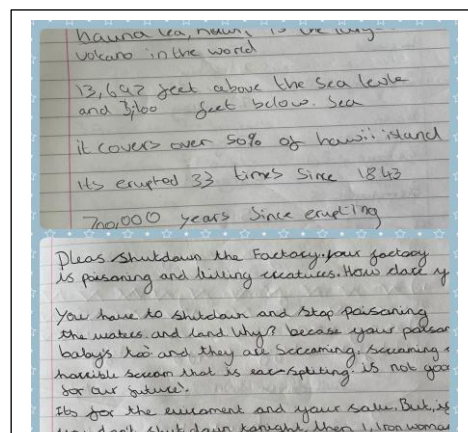
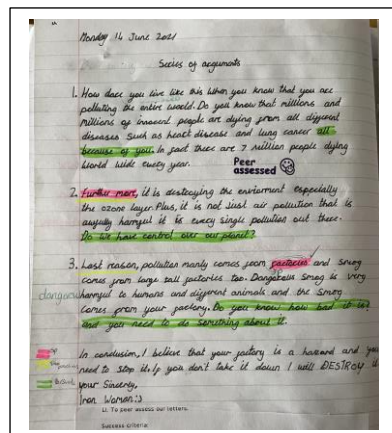
Pupils who have made the most significant progress are those whose parents have fully engaged in the intervention programme.

Across the school all children had increased their balanced reading age to varying extents.

Writing

Cursive Handwriting

Staff report improvement to all children's handwriting in focused handwriting lessons and the majority of pupils are transferring the cursive approach to their work across the curriculum. In P1 the teacher reports almost all children are forming letters correctly. The photographs are an example of the impact. The majority of children express motivation to improve their presentation and report enjoyment in the handwriting sessions.



PM Approach

In the target groups all children are demonstrating improvement in the quality and content across genres taught so far.

Numeracy

- All P4 pupils are at the expected level for age and stage, prior to intervention programme they were not on track to achieve CfE level.

Promoting Playful Pedagogy

- During focused discussions parents and pupils reported enjoyment and motivation for learning. Primary 1 pupils responded to the play based approach, almost all settled quickly. After a short period, pupils who had been demonstrating reluctance to come into school, were coming into school without distress and settled quickly to play based tasks.
- There is currently no data to support increased attainment, this can be attributed to being new to the approach so staff developing knowledge and expertise. Remote learning also slowed progress. During terms three and four, we adopted a blended approach where pupils engaged in more formal lessons with play-based extension tasks.
- Staff report increased challenge of having a multi-composite class where pace and challenge are difficult to manage across such a spread of ability.
- Staff would benefit from linking with similar school where the approach is well embedded. This could be a focus for the SEIC small school group.
- Plan to continue the approach next session.

Next Steps:

Reading

- Staff training in Rocket Phonics Programme.
- Devise spelling progression that follows on from phonics programme.
- Review and refresh reading policy to reflect acquired knowledge, expertise and resources.
- Continue individual and small group intervention for identified pupils– funded through staff additionality and PEF funding.
- Create comprehensive guidance for parents to support literacy at home.
- Collaborate with Fife Pedagogy Team to include guidance and information for parents on our new website.
- Termly benchmarking to measure progress in reading, data informs approach to teaching and learning and identifies those requiring targeted intervention and challenge

Writing

- Staff training in PM approach for new staff next year.
- Continue to embed handwriting approach.
- Small group interventions to improve attainment.
- Create writing policy to reflect PM approach, handwriting, spelling and resources.
- Embed PM Writing Approach
- Improve motivation and enthusiasm for writing.

Maths

- New staff trained in the conceptual approach by providing reading list and focused inputs.
- Assess, identify and address gaps, including those that are as a result of lockdown.
- Devise/ source targeted mental maths programme to address gaps in number bonds and times tables recall.
- Raise the profile of mental maths across the school with daily practise and games.
- Small group interventions – PEF Funded
- Create information leaflets or videos to support parent understanding of the conceptual approach.
- Hold parent information night/ afternoon, if restrictions allow.
- Work in partnership with Fife Pedagogy TEAM to develop Conceptual Numeracy area on new website.
- Create numeracy rich environment within the P1-4 classroom.

Promoting Playful Pedagogy

- RS and KH to develop Knowledge and Understanding of PPP by attending Fife Council training and engaging with professional reading and dialogue.
- Find school/class to link with for CPD collaboration – potentially through SEIC.

Improvement for Recovery Priority Work Session 2020 - 2021

Focused Priority: Nurture the emotional well-being of all pupils to ensure readiness to learn

NIF Priorities

1. improvement in attainment, particularly in literacy and numeracy
2. closing the attainment gap between the most and least disadvantaged children
3. improvement in children's and young people's health and wellbeing
4. improvement in employability skills and sustained, positive school leaver destinations for all young people.

NIF Driver

School leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School improvement.
Performance information

HGIOS 4 Quality Indicators

- 1.1 Self-Evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 1.3 Leadership of change
- 2.4 Personalised Support
- 3.1 Ensuring wellbeing, equity and inclusion
- 3.2 Raising attainment

Our HGIOS

- Theme 1 – Our relationships
- Theme 2 - Our Learning and Teaching
- Theme 3 – Our school and community
- Theme 4 – Our Health & Wellbeing
- Theme 5 – Our Successes and Achievements

Progress:

- All children completed wellbeing questionnaire based on the resilience matrix. This enabled staff to identify areas for focused intervention.
- Kitbag sessions with targeted individuals and groups and those who request it – PEF Funded
- Lego therapy – purchased Friends Lego kits to appeal to a wider range of children, sessions carried out with target groups to support social and emotional skills – led and supported by PEF Funded PSA staff.
- Emotion works introduced across the school - children being provided with vocabulary to describe their feelings – PEF Funded
- Emotion check-ins available in both classes, however, not used consistently.
- Weekly class meetings in place to ensure children have to opportunity for pupil voice.
- Staff beginning to follow new cluster Health and wellbeing planners and updating with resources.
- RSHP programme introduced across the school. Staff additionality supported delivery to ensure children received appropriate content for age and stage.
- Quiet, calm areas created within classrooms, school and grounds. Most children access these to deescalate situations and to calm when they have become overwhelmed.
- Sarah Donald recently completed Places2Be – Mental Health Champion Foundation programme. Through engagement with the course an understanding of how to foster and lead positive approaches to mental health and wellbeing was developed. The programme comprised four modules:
 1. **Understanding mental health and wellbeing** –introduced factors that contribute to positive mental health and wellbeing.
 2. **Nature and Nurture-** introduced how mental health develops and the fundamentals of Attachment Theory, explored how early experiences shape the way we perceive ourselves, function and relate to others. Brain and physiological development when those experiences are persistently stressful
 3. **How can I help?** – explored what a child's behaviour might be communicating about their underlying needs, and what it might tell you about their early life experiences. The focus was on listening and communicating to foster self-regulation, resilience and positive mental health for all pupils
 4. **Mental Health: everybody's business** - introduced the concepts of universal mental health and well-being where all stakeholders in the school community can be supported to cope with difficulties and thrive. Reflection on the importance of positive mental health for everyone in school with a focus on school staff and parents. Exploration of different roles in managing stress and workload and school's responsibilities. Impact of stress and anxiety on relationships with colleagues and parents / carers, with strategies to help build positive relationships that give children the best chance of being happy and ready to learn.

Outdoor Learning - including woodland area, school garden and community

- Devised a skills-based curriculum pathway which is underpinned by the Natural Connections Programme and the John Muir Award. The curriculum focuses on achievement, Health and wellbeing, literacy and numeracy and reflects the uniqueness of our context with links to Developing the Young Workforce, learning for sustainability and social enterprise initiatives.
- Awarded money from LtL to develop outdoor cooking; money used to purchase fire safety equipment, cooking equipment and activity cards. All staff received fire safety training from LtL.

- In partnership with Mr Mayer and Dairsie in Bloom, areas developed to promote growing - planters, raised beds and poly tunnel erected. Introduced natural resources to playground to promote play. All children have experienced planting.
- All children engage in a full outdoor learning day each week, this enables classes to explore outdoor areas further from the school grounds.

Promoting Playful Pedagogy

- Professional learning and collegiate activities in line with Fife Council's PPP training.
- P1-4 learning environment and learning activities/opportunities designed to reflect the theory underpinning the approach – indoors and outdoors

Impact:

- Data gathered at the beginning of the session and again at the end identified improvement in almost all target children's emotional wellbeing. The improvement cannot be attributed to any one factor, rather a combination of a number of factors including kitbag and lego therapy sessions, identified safe places to go and nurturing calm ethos.
- In a recent survey 87% of parent respondents felt the school supported their child's emotional wellbeing.

9. The school supports my child's emotional wellbeing

[More Details](#)

[Insights](#)

• Strongly agree	11
• Agree	10
• Disagree	1
• Strongly disagree	0
• Don't know	1



100% of respondents felt their child was safe in school.

3. I feel my child is safe at school

[More Details](#)

[Insights](#)

• Strongly agree	15
• Agree	8
• Disagree	0
• Strongly disagree	0
• Don't know	0



- Most children report feeling safe in school.

2. I feel safe when I am at school?

[More Details](#)

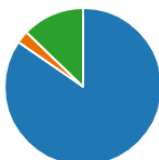
• Agree	33
• Disagree	0
• Don't know	6



3. My school helps me to feel safe

[More Details](#)

• Agree	33
• Disagree	1
• Don't know	5



- Almost all children reported having a someone to speak to if they were worried or upset.

4. I have someone in my school I can speak to if I am upset or worried about something

[More Details](#)

• Agree	36
• Disagree	0
• Don't know	3



- Lego Therapy and Kitbag sessions have had a positive impact on raising self-esteem and developing social skills in most children. This has been observed during sessions. Older children now have confidence to lead their own sessions.
- Quiet zones are accessed independently by those requiring time to calm, this has seen a reduction in emotional outbursts and challenging behaviour.
- Emotion works has increased almost all children's emotional literacy, staff have observed children are more able to describe how they feel and what triggered the feelings.
- Staff report new health and wellbeing planners have provided structure and consistency to curriculum planning.
- Development of outdoor learning has impacted positively on the health and wellbeing of almost all children. - across the school almost all pupils report enjoyment and motivation for outdoor learning.
- Dairsie's approach to Outdoor learning has been showcased as very good practice by Fife Pedagogy Team – click on link below.

[Outdoor Learning](#)

Next Steps:

- Continue to develop knowledge and expertise of mental and emotional wellbeing – nurture training/Seasons/cluster programmes.
- Embed Emotion Works programme
- Emotion check-ins to be used consistently throughout the school.
- Ensure consistent use of HWB planners and that all staff are adding to and updating the resource section.
- Develop the RSHP programme to include aspects of previous resources used ensuring the lessons are interactive and engaging, purchase books to support delivery.
- Reintroduce focused pupil voice sessions
- Ensure a Kitbag is available in each class and calm area.
- Offer kitbag training to children who would like to lead sessions – introduce peer mediation training for P6 pupils.
- Ensure that children have the opportunity for outdoor learning each week and staff plan for quality teaching and learning in the outdoor setting.
- Staff development through professional reading and dialogue.
- Introduce growing calendar linked to Es & Os,
- Due to increased playground incidents resulting in children being hurt or upset by others, coupled with pupil feedback May 21 ([Pupil Feedback May21](#)) where a minority of pupils did not know or disagreed that they felt safe at school, pupil relationships and conflict resolution will be a focus next session.

Attainment of Children and Young People

Trends in data over the last 4 years.

P1

	Reading	Writing	NMM
2021	100%	80%	100%
2020	20%	40%	80%
2019	50%	66.7%	33.3%
2018	66.7%	50%	83.3%

P4

	Reading	Writing	NMM
2021	75%	75%	100%
2020	60%	60%	45.5%
2019	100%	75%	90.9%
2018	85.7%	71.4%	66.7%

P7

	Reading	Writing	NMM
2021	88.9%	66.7%	66.7%
2020	63.6%	45.5%	63.6%
2019	90.9%	90.9%	90.9%
2018	88.9%	66.7%	66.7%

Low pupil numbers create challenges when looking for data trends as one pupil's data has a significant impact on overall %.

Attainment data - Reading

Across the school most children are either on track or above the expected level for reading. The few not at the expected level are due to specific literacy challenges. Progress for these children this session has not been measured through Curriculum for Excellence declarations, however, through focused interventions outlined in priority 1 and 2 has been evidenced.

The most significant progress can be seen in our P2 cohort - 100% are now at the expected level for age and stage compared with 20% at the end of P1, this can be attributed to focused intervention and partnership working with parents.

Next session we will focus on embedding phonics programme and further developing comprehension skills in partnership with families as this has significant impact on progress.

Attainment data – Writing

Over the past 4 years, writing attainment remains consistently below attainment in reading and numeracy, therefore this has been identified for focused improvement again next session.

Across the school the majority of pupils are writing at the expected level for their age and stage, most not at the expected level can be attributed to specific literacy difficulties. The few remaining require further investigation and analysis of barriers to making progress. Improving talk for writing, further embedding writing programme and embedding cursive approach will be focused on next session.

Numeracy

Attainment data

Across the school most children are performing at the expected level for age and stage, a few of those not at expected level can be attributed to specific difficulties.

Staff report poor recall of basic number and multiplication facts at all stages, which is impacting on children's ability to solve more complex problems. Improving basic number concepts and recall of bonds and times tables will be a focus for improvement next session.

Evidence of significant wider achievements

- £500 award from Learning Through Landscapes, we purchased fire safety equipment, cooking equipment and resources to support outdoor learning.
- Pupils won Fife Council's Social Enterprise Dragon's Den competition and were awarded £100 to start up a business.
- Selected to take part in a national phonics trial, received full suite of resources – cumulative reading books, pupil workbooks, flashcards, wall displays and staff training.
- The school community has continued to support and attend community events, including Burns Poetry Competition, team came 2nd in Rotary Quiz
- Invited inspirational speakers linked to world of work and learning for sustainability to present to children – Authors Pamela Butchart and Emily Dodd; Polar explorer Sandy Hennis; local chef Alistair Reid
- Almost all children received a John Muir Award for skills in outdoor learning.
- Wider achievements shared via weekly updates. This continued during lockdown.
- Aspects of remote learning, parent partnerships and outdoor learning showcased by Fife Pedagogy team as examples of very good practice.

What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)

Detailed analysis of the progress and impact of our remote provision was outlined in priority 1 above. Feedback from parents, pupils, staff and colleagues through learning partnership identified the following strengths and areas for development:

Strengths identified:

- Range and quality of lessons delivered throughout.
- Format and delivery – daily 'live' interactions with a combination of live and pre-recorded lessons (lesson pre-recorded then shared live, teacher paused to clarify meaning, answer questions etc). Learning Sway sent to families the day before which ensured families could plan and organise the learning. Pre-recorded provided flexibility for families and ensured learning was not missed.
- Staff ICT skills to produce motivating, innovative, engaging lessons (Forms, Sway, PowerPoint videos, Kahoot! blue/green screen, memoji videos, live cook along, art lessons, guest speakers)
- Use of Teams to engage learners: Break out rooms to enable peer feedback and small group teaching, Class Notebook to share and upload work and the features within it for providing immediate feedback.
- Use of data to inform decisions – pupil, staff and parent feedback.
- Tracking of learner engagement and follow up with families.
- Progression in literacy learning for our target children and progress in maths (money in P1-4 and time in P5-7)
- Data collection – progress in learning and sharing of data in P5-7
- Development of all staff ICT skills.
- Team ethos -sharing resources, ideas, joint planning and creation of fun activities to sustain high engagement (Masked Reader, Task Master, Pancake Palaver, Burns' Night)

Planned next steps:

- Further develop tracking of learner progress
- More targeted approach to reading across the school
- Make progress in learning more explicit to parents as a few parents were unsure if their child had made progress.

- Create videos for parents/carers explaining conceptual numeracy approach
- To reduce workload and provide consistency across schools, staff could plan together and share lessons. Individual schools could plan an afternoon each and share the lesson plan/link

Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)

Number of devices provided to support learning at home	7
Additionality in staffing	0.82

All children in receipt of a government device had consistently high levels of engagement.

Additionality in staffing has enabled us to put in place targeted interventions for all children identified as requiring support in reading, writing, numeracy or health and wellbeing. The impact of which has been outlined in detail in the priorities above.

Impact of Additionality

We had staff flexibility this session as we were appointed a supernumerary probationer. Focused recovery work was shared by S Donald and R Selbie.

Assessment data gathered from CfE levels, BASE, SNSA’s and PM Benchmarking identified that phonics, reading and writing were behind the expected levels. Bespoke interventions for target groups across all stages were delivered by R Selbie, S Donald and L Knox. R Selbie has a sustained focus with P4 and P5, delivering reading, writing and maths. Organising classes this way, reduced class sizes enabling all staff to give more focused attention to individuals.

Attainment Scotland Fund Evaluation (PEF/SAC)

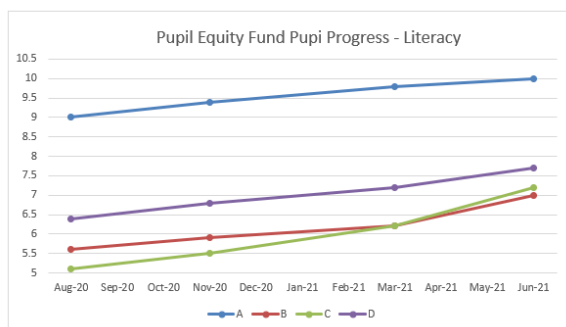
Progress:

PEF funding has been used for the following:

- 7 additional PSA hours– staff engaged in targeted literacy and health and wellbeing interventions.
- Online subscriptions to Rapid Reading and Phonics, IDL and Education City.
- Purchase of Emotion Works to support recovery curriculum
- Purchase of new reading scheme and literacy resources to support literacy attainment
- Purchase of resources to support play-based approach

Impact:

PSA



PEF funded PSA hours was utilised to support one to one and small group literacy interventions. All children improved reading age which was measured using the PM Benchmarking Kit.

- PSAs were used to support the implementation and management of play-based pedagogy in the early years.
- Used to support the social & emotional needs of pupils, - restorative conversations, lego therapy and kitbag sessions.

Online Subscriptions

Having access to Rapid Reading and Rapid Phonics during remote learning had a significant impact on all target children’s reading progress. Detailed analysis of the benefits to target pupils is outlined in priority 2.

IDL

- Pupils demonstrate low motivation for IDL and do not engage frequently enough with the programme. Data shows little improvement due to lack of engagement. This will be re-introduced to target individuals next session.

Education City

- All pupils across the school benefit from Education City subscription. It was particularly beneficial during remote learning as teachers could assign games and activities to target concepts taught. Motivation to engage with activities remains high, particularly in the P1-4 class.

Emotion Works

- Investment in Emotion Works has increased most children's emotional literacy, the impact has been measured through observation during lessons and through discussion with pupils following incidents in class and the playground.

Reading Scheme

- Due to limited time using the resource, we currently do not have sufficient data to report any impact on attainment.

Summary

The investment that has had the most significant impact on learners has been additional PSA hours as this has enabled one to one intervention to take place. As a result, we will increase our PEF funded PSA hours and invest in 0.9 class teacher next session.

School/Setting Name: Dairsie Primary School**NIF Quality Indicators (HGIOS 4) School Self- Evaluation**

Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Satisfactory	Good	

National Improvement Framework Priority: Close the attainment gap / increase attainment in literacy and numeracy				
Focused Priority Implement streamlined approaches to the teaching of literacy and numeracy in order to increase attainment by 4% in literacy and 3% in maths.				
HGIOS4 Quality Indicators		Our HGIOS		NIF Drivers:
2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 – Family Learning 2.7 – Partnerships		Theme 1 – Our relationships Theme 2 - Our Learning and Teaching Theme 3 – Our school and community Theme 4 – Our Health & Wellbeing Theme 5 – Our Successes and Achievements		School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement. Performance information
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
Children with specific difficulties will receive timely diagnosis and appropriate strategies put in place to support their learning. Reading High quality phonics teaching will improve pace of reading acquisition, impacting on attainment for P1-4 pupils and those with specific literacy difficulties. All children will become balanced readers, measured across fluency, phrasing, decoding and comprehension. Parents will have knowledge and understanding to support reading at home.	Introduce Circles approach to support early identification and support package. Ensure Universal, Additional and Targeted strategies are in place for learners. Staff training – Rocket Phonics Programme. Regular assessment, data logged on through Rising Stars. Pupils not keeping pace with peers will receive targeted input. All pupils assessed using PM Benchmarking Kit. Identified pupils will receive targeted intervention to address aspect of reading posing difficulty. Appropriate resources selected to meet learners needs i.e. reading scheme, connectors, read theory, IDL, Doorway Clicker 8 Further develop reading zones to inspire a love of reading. Share information with parents on reading curriculum and supporting resources via	S Donald E Oswald H Thompson - EP Class teachers S Donald - to lead R Selbie K Herzog L Knox L Barnett R Selbie S Smith K Herzog S Donald S Donald to lead rest of staff to support	Almost all pupils, P1-4 (except for those with specific literacy difficulties) will keep pace with acquisition of phonics and will be at the expected level or beyond by May 22. Assessment data collated through termly Benchmarking will demonstrate progress. Use of ICT will be embedded in classroom practice – use of apps and programmes to support learners will be evident in both classes. Feedback from pupils will highlight progress Homework tasks completed. Online reading books accessed and tasks completed.	August and ongoing to May Regular assessment carried out at the end of each phase of sounds. August, Oct, Dec, Mar, May Sept onwards Term 3 Term 1 (if restrictions allow)

<p>Writing High quality spelling programme will improve spelling capability of all pupils.</p> <p>All children will produce high standards of presentation across the curriculum.</p> <p>Most children will demonstrate age appropriate knowledge of text structure and features across nine text genres.</p> <p>Almost all pupils will demonstrate increased motivation for writing.</p> <p>All children will experience high quality feedback to improve their writing.</p> <p>Parents will have knowledge and understanding to support writing at home.</p> <p>i.e. talk for writing homework</p>	<p>website and if restrictions allow curriculum evening in Term 1. Devise clear homework expectations.</p> <p>Devise cumulative spelling progression that follows on from Rocket programme. Include teacher guides to support delivery and resources to support.</p> <p>Embed Debbie Hepplewhite Handwriting programme across the school – print formation in P1 moving to fully cursive by P3 and beyond.</p> <p>Embed PM approach – new staff trained. Monitor use of resources to ensure no duplication from previous years. Moderation of work through Learning Partnership. Create bank of WAGOLLS at each level.</p> <p>Staff training – Talk for Writing approach</p> <p>Planned author visits and exciting opportunities i.e. creating texts for local care home, campaigns. Children to have opportunities to plan content for writing through talking homework.</p> <p>Round Robin assessment as part of jotter monitoring (HT, CT, Self and Peer) Agree format for marking and feedback to provide consistency across the school. Pupil trained in peer and self-assessment</p> <p>Share information with parents on writing curriculum and supporting resources via website and if restrictions allow curriculum evening in Term 2.</p> <p>Create a writing policy including spelling, handwriting presentation and writing overview for academic years to ensure all genres are covered across the 4 contexts for learning.</p>	<p>S Donald</p> <p>All staff</p> <p>S Smith, R Selbie, K Herzog All Staff and cluster colleagues – Dunbog/newburgh</p> <p>Class teachers to organise</p> <p>S Donald, Class Teachers</p> <p>S Donald to lead</p> <p>S Donald and Elspeth Oswald</p>	<p>Baseline spelling test and re-test. All pupils to increase spelling score. Targeted intervention in place for those requiring additional practise</p> <p>Jotter monitoring – round robin</p> <p>Jotter monitoring and pupil focus groups. Initial Base line when beginning new genre, PM criteria used to track levels of improvement. All pupils to increase by at least 1 level on scale. Focus of Learning Partnership to be on writing and feedback</p> <p>Pupil focus groups/questionnaire to gauge attitude to writing.</p> <p>Moderation of feedback Focus for classroom observations.</p> <p>A writing / presentation policy creating consistency across all classes</p> <p>Improvement in recall of number bonds across the school and times tables from P4-P7. Quality lessons observed</p>	<p>twice per term commencing September</p> <p>Ongoing throughout the year, baseline when each new genre introduced and final assessment at the end.</p> <p>Round Robin to Start in September – HT to monitor each child's jotter every 4 weeks</p> <p>Talk for writing Terms 2 & 3</p> <p>TBA</p> <p>Termly</p> <p>Ongoing</p> <p>Term 1 if restrictions allow</p> <p>October</p> <p>August for baseline, target groups start in September.</p> <p>Termly</p>
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<p>Maths All children will improve recall of basic number concepts and times tables.</p> <p>Parents will have knowledge and understanding to support numeracy at home.</p>	<p>Carryout baseline assessment to identify gaps in knowledge and understanding. Programme of targeted intervention put in place. – PEF Funded.</p> <p>New staff trained in the conceptual approach professional reading and focused inputs. Devise/ source targeted mental maths programme to address gaps in number bonds and times tables recall</p> <p>Raise the profile of mental maths across the school with daily practise and games.</p> <p>In partnership with Fife Pedagogy Team Create information leaflets or videos to support parent understanding of the conceptual approach upload to website.</p> <p>Hold parent information night/ afternoon, if restrictions allow.</p> <p>Create numeracy rich environments in both classrooms.</p>	<p>L Knox and L Barnett (PEF funded hours)</p> <p>R Selbie to lead</p> <p>S Donald to lead</p> <p>Class teachers</p> <p>R Selbie and Fife Pedagogy Team</p> <p>S Donald to organise</p> <p>Class Teachers supported by PSAs.</p>	<p>Staff confidence in teaching approach</p> <p>Progressive mental maths programme in place</p> <p>Pupil feedback</p> <p>Parent feedback</p> <p>walkabouts and feedback</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 2</p>
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

National Improvement Framework Priority: Improvement in children and young people's health and wellbeing				
Focused Priority: Nurture the emotional well-being of all pupils to ensure readiness to learn				
HGIOS4 Quality Indicators 1.4 Self-Evaluation for self-improvement 1.5 Leadership of learning 1.6 1.3 Leadership of change 2.4 Personalised Support 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment		Our HGIOS Theme 1 – Our relationships Theme 2 - Our Learning and Teaching Theme 3 – Our school and community Theme 4 – Our Health & Wellbeing Theme 5 – Our Successes and Achievements		NIF Drivers: School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement. Performance information
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
Inclusion Develop a baseline environment expectation to support inclusion – Circles Framework. Increased participation in learning and engagement in class for targeted pupils. Consistent approach across whole school of inclusion practices. Increase classroom whole staff awareness, implementation and consistency of supporting inclusion through physical and social learning environments and (CICS) and pupil profiling (CPS) Targeted approach for P7 pupils to support transition	All classroom teachers and PSAs complete Circles Framework CICS (The Circle Inclusive Classroom Scale) on the physical environment, the social environment, the structures and routines. All teachers and PSAs complete Circles Framework CPS (Circle Participation Scale) work in partnership with cluster HTs collate information and make a plan for improvement with own staff for targeted pupils and whole school Consistent use of use of visuals Use of consistence language Circles framework CPS to support pupil profiling – common template to be developed for the cluster - create a cluster universal pupil profile for all pupils with SfL and/or ASN Completion of agreed Pupil Profile to be used as BBHS pupil profiles for P7 transition to support AMG applications and transitions for pupils with SfL/ASN	All Staff SD, CTs and PSAs HTs + staff SD, School communities Whole staff Cluster working group SfL + CTs RS to Lead	Circles Framework CICS, observations, Walkabouts, data of pupils out with learning environments, pupil feedback Circles Framework CPS, observations, pupil feedback Completion of Circles Framework Planning Page, visual changes, data of pupils out with class, pupil feedback Cluster feedback, staff feedback, increased confidence and observations of class/targeted pupils. Walkabouts, listening to staff peers, displays/visuals in use, vocabulary of children. Completed templates, feedback from peers, increased confidence within staff identifying strategies/supports etc Completed templates, feedback from peers, increased confidence within staff identifying strategies/supports etc. Feedback from BBHS staff	October 2021 October 2021 December 2021 January-May 2022 January-May 2022 January 2022 February-May 2022 February 2022

<p>Promoting Play Based Pedagogy Play based approach embedded in P1-4 classroom.</p> <p>Pupils will demonstrate increased independence and autonomy and be meaningfully and actively involved in planning their learning.</p> <p>Increased engagement and motivation for learning.</p> <p>Pupils will understand their next steps and actively challenge themselves.</p> <p>Seesaw Parents will see included in day to day learning.</p>	<p>Engage in Professional reading to develop knowledge and expertise.</p> <p>Devise appropriate activities to ensure pace and challenge for all pupils – P1-4</p> <p>Develop observations. Include the Leuven's scale & create an efficient way to evaluate child engagement</p> <p>Connect with comparator school where play-based approach is embedded across multi-composite class – Possibly through SEIC.</p> <p>Effectively record learning and share through SeeSaw.</p> <p>Consult with parents</p>	<p>KH</p> <p>RS + KH</p> <p>RS</p> <p>SD</p> <p>SD + Cluster HTs</p> <p>SD, SS + PSAs</p>	<p>Observation of children engaged in meaningful play.</p> <p>Observation data will demonstrate increased engagement</p> <p>Participation, attendance data, verbal feedback</p> <p>Named leaders</p> <p>Participation, attendance data, verbal feedback/observations</p>	<p>ongoing</p> <p>October 2021</p> <p>October 2021</p>
<p>Peer mediation Reduced number of pupil conflicts in class or playground.</p> <p>Increased occasions when pupils can resolve issues without adult support.</p> <p>Increased resilience for targeted pupils.</p> <p>P6 pupils demonstrating confidence and leadership skills when supporting peers on in their own learning and lives.</p> <p>Improved peer relationships.</p>	<p>Cluster HTs to engage with Scottish Peer Mediation.</p> <p>SS + PSA to lead Peer Mediation programme</p> <p>P6 children and staff to be trained in Peer mediation – whole school benefit – then training skills passed down to P5s.</p> <p>P6s to share with whole school, at assembly, their roles as peer mediation</p> <p>P6s start their roles as peer mediators. Class Teacher(s) and PSA to monitor and support P6s. P6 pupils link with BBHS leaders in S3/4</p> <p>As above</p> <p>Audit - How nurturing is our school</p> <p>Regular, focused inputs through H &Wb curriculum . Progressive curriculum from P1-7.</p>	<p>P6 pupils and identified staff</p> <p>P6s and identified staff</p> <p>P6s and identified staff</p> <p>Identifies staff</p> <p>P6 pupils and identified staff – link with BBHS to be confirmed.</p>	<p>Participation of P6s</p> <p>Observations, feedback from P6s, Feedback from school pupils Data of incidents/conflict/mediation</p> <p>Participation, feedback from pupils, feedback from S3/4, feedback from BBHS</p> <p>Observations, Reduction in number of incidents impacting on learning time</p>	<p>January 2022</p> <p>January 2022</p> <p>January-May 2022</p> <p>April 2022</p> <p>H & Wb lessons throughout session</p>


<p>Emotional Literacy Emotion Works</p> <p>Staff and pupils will have a shared emotional literacy vocabulary.</p> <p>Pupils will have vocabulary to enable them to express how they feel and will be able to identify triggers and apply strategies to self-regulate – which will increase learning time.</p> <p>Parents have an understanding of the programme and vocabulary used and begin to use within the home. Kitbag and lego therapy</p> <p>Children experiencing significant loss or change will have specialist in school support.</p> <p>Health and wellbeing curriculum will meet the needs of all learners.</p> <p>Consistently use H & WB trackers</p> <p>emotional wellbeing Pupils will develop knowledge and understanding of wellbeing themes and be able to draw on taught strategies to help them manage their own wellbeing better.</p>	<p>Devise reflection tool based on the cogs.</p> <p>Information shared via website, seesaw and Glow.</p> <p>Parent info event if restrictions allow.</p> <p>Seasons for Growth training</p> <p>Update curriculum to Include RSHP, Branch Out and resources,</p> <p>Planners to be used consistently through the school to ensure coherent progression and breadth of experience.</p> <p>Purchase Treehouse – wellbeing platform Engage in series of focused lessons around targeted themes.</p>	<p>SD to Lead</p> <p>All Staff and pupils</p> <p>SD</p> <p>SD and EO</p> <p>RS and SD</p> <p>All staff</p> <p>SD & CTs</p>	<p>Reflections being used correctly</p> <p>Parent feedback via questionnaire or discussion</p> <p>Pupil feedback</p> <p>Staff and cluster feedback</p> <p>Pupil discussion and observations</p>	<p>September</p> <p>curriculum evening in term 1</p> <p>From Term 2</p> <p>Ongoing from August</p> <p>Ongoing from September 2021</p>
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Ongoing Evaluation

National Improvement Framework Priority: Improvement in employability skills and sustained, positive school leaver destinations for all young people.				
Focused Priority: Develop Learning for sustainability (LfS) Curriculum that reflects the uniqueness of our setting.				
HGIOS4 Quality Indicators		Our HGIOS		NIF Drivers:
2.2 – curriculum 3.3 - Increasing creativity and employability		Theme 1 – Our relationships Theme 2 - Our Learning and Teaching Theme 3 – Our school and community Theme 4 – Our Health & Wellbeing Theme 5 – Our Successes and Achievements		School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement. Performance information
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
Coherent, progressive curriculum that clearly makes connections between sustainability, outdoor learning, STEAM, social enterprise, Sustainable Goal Development, skills for life, learning and work and DYW. Skills progression in place that celebrates children's achievements across the above contexts.	Devise growing calendar that links Es & Os across curricular subjects. Formalise Social Enterprise initiatives to ensure clear progression in skills development Devise WAGOLs of learning theme packs (planning, assessment and links, which can be replicated for new themes). Create floor book of evidence and record and themes explored. Embed Themed learning days Update Curriculum rationale Utilise seesaw and e-portfolios as record of learning.	SD and RS to lead RS Class Teachers Class teachers S Smith All Staff K H, RS and parents	Pupils will be able to articulate the links ECO AWARD Connected Classroom International Award Social Enterprise Award Digital Award	Terms 3 & 4
Ongoing Evaluation				

This should be updated as part of on-going cycle of self-evaluation

PEF Plan

	<p>Dairsie Primary School – Session 2021-22</p>	<p>£12, 129 Carry forward - £3,160 Total – 15, 289 2.5% admin fee - £124.48 top up - £1,819.35 PSA costs - March to August - 1,120 Total - £15, 863.88</p>	<p>FME – 14% Average SIMD Quintile – 3.9</p>
<p>We have invested in temporary 0.08 of a class teacher; this investment has reduced HT class commitment time which will enable small group interventions to take place. Cost: £6000 We have also invested in additional PSA hours to support class and targeted interventions. Cost: £6742 Subscriptions - £1097 Other resources including books - £1500 Total Cost - £13,439 Total £15339</p>			
<p>Our PEF Rationale is to:</p> <ul style="list-style-type: none"> • Invest in staffing to support our pupils to engage in individualised programmes of learning through play, numeracy, literacy and social, emotional and physical wellbeing. • Engage and support learners in key aspects of Literacy and Numeracy at home and at school. • Use creative approaches to engage children in resilience, conflict resolution and restorative approaches to support pupil: pupil relationships and individual resilience. • Invest in staff training to future proof interventions for vulnerable learners 			
Project	Brief Description	Total Cost	Pupils Engaged
<p>Raise attainment in Reading</p> <p>By May 22, increase reading age of identified pupils by at least 12 months.</p>	<p>Pupils identified as being below the expected age and stage of development in reading will receive targeted support to improve their reading ability which will have a positive impact on reading attainment.</p> <p>How will this be achieved? Groups/individuals across the school (P1-P7) will receive at least 3 session per week with a member of staff to develop the following areas: Phonological awareness, blending, sight vocabulary, comprehension skills.</p>	<p>Rapid Phonics Online subscription: £156 Rapid Reading online subscription:</p>	<p>August – December</p> <p>Focus groups: P2 – 2 children P3 – 4 children P4 – 5 children</p>

	<p>Baseline assessment will be carried out to identify gaps in phonological awareness using the Rapid Phonics baseline assessment. From P3 upwards children’s reading will be assessed using the PM benchmarking kit -this will give a clear indication of strengths and development areas in decoding, fluency and phrasing and comprehension skills.</p> <p>BASE, P4 and P7 SNSA results will help to identify gaps in learning. Interventions will be tailored to individual needs. The follow resources will be used to support the interventions:</p> <p>Rocket Phonics Programme Immersion Reader Rapid Reading Programme PM Reading Scheme IDL Rapid Phonics Scholastic Short reads – focus on comprehension Connectors (group comprehension)</p> <p>Measure of success: Improvement in reading age across all aspects of reading – decoding, fluency and phrasing and comprehension, measured using benchmarking kit (P3 onwards). Improvement in recognition of initial sounds and sight vocabulary. Observed improvement in blending, measured through ability to decode reading books.</p>	<p>£208</p> <p>IDL subscription:</p> <p>£238</p> <p>Copies of closing the reading gap</p> <p>£75</p>	<p>P5 – 1 child P6 – 1 child P7 - 1 child</p>
<p>Raise attainment in writing</p> <p>BY May 22 increase writing attainment by 8%</p> <p>Increase quantity and quality of writing produced by all children in focus groups.</p>	<p>Pupils identified as being below the expected age and stage of development in writing will receive targeted support to improve their writing ability which will have a positive impact on writing attainment.</p> <p>How will this be achieved? Staff CPD (online sessions, training sessions – talk for writing, professional reading and familiarisation of resources) to develop knowledge and understanding in how to teach writing genres will take place from October. Teaching approach reviewed and amended. Writing will also be a focus for our Learning Partnership. From January, the P5-7 class teacher, S Smith will be part of Fife Council’s Improving Writing Wave 6 programme which will provide focus and rigour to data collection and analysis. In the early years, colourful semantics will be embedded alongside the PM approach to support all learners. Children will have in school and home</p>	<p>Additionality in staff to support class teacher</p> <p>Professional reading - Copies of Talk for writing series x 2</p> <p>£200</p>	<p>Focus groups: P3 – 4 children P4 – 5 children P5 – 2 children P6 – 3 children P7 – 1 child</p>

	<p>opportunities to improve recognition and writing of initial sounds and common words. Skillful use of ICT including use of Clicker 8 and Apps including Nearpod.</p> <p>Measure of Success: Pupil discussion – children will be able to discuss the key features of the text type being taught. Written work – improvement in texts being produced - meeting criteria. Children spelling common words correctly (appropriate to age and stage). Moderation of writing genres will validate teacher judgement of levels.</p>		From P3 children will engage with the PM writing resources and looking to the future the impact of PM writing, colourful semantics.
<p>Raise attainment in Numeracy</p> <p>By May 22 increase contextual understanding of number concepts and speed of recall of bonds and tables of all identified pupils.</p>	<p>Pupils identified as attaining below the expected age and stage in basic number concepts will receive targeted intervention from PSA/ S Donald.</p> <p>How will this be achieved:</p> <p>Baseline assessment to gauge confidence with number bonds (P2-4) Times Tables: P3-7</p> <p>Base and SNSA data</p> <p>Small group focus targeted focus. Weekly test to measure progress.</p> <p>IDL numeracy will also be used with individuals and groups.</p> <p>Upskill new staff in the conceptual approach</p> <p>Measure of Success:</p> <p>Baseline assessment to measure accuracy.</p> <p>Increase in recall accuracy and pace</p> <p>Pupil motivation and confidence – pupil questionnaire</p>	<p>IDL Numeracy:</p> <p>£150</p> <p>Conceptual Numeracy books for training and development</p> <p>£200</p> <p>Games and concrete materials to support development</p> <p>£500</p>	
<p>Improve children’s emotional wellbeing</p>	<p>A minority of children display significant difficulties in managing their emotions in school, however, there is a significant impact on all children as a result of these emotional difficulties. In session 2020-21 we purchased the Emotion Works</p>	<p>Treehouse</p> <p>£125</p>	<p>Emotion works will engage all pupils.</p>

<p>By June 2022, identified children will have improved emotional literacy, be calm and ready to learn and have a toolkit of strategies to support wellbeing</p> <p>The following programmes and approaches will be used: Emotion Works, Kitbag, Treehouse., Seasons for Growth, Peer Mediation, Edinburgh Resilience Pack</p> <p>Funded PSA hours will support Peer mediation programme</p>	<p>programme as part of our recovery programme, we will continue to embed the language and terminology this session.</p> <p>Through engagement with the Emotion Works Programme alongside Kitbag and Lego Therapy sessions there will be a reduction in negative outbursts and children will be able to identify triggers and regulate behaviour before it escalates.</p> <p>Treehouse purchased to support delivery of targeted intervention to support mental and emotional wellbeing.</p> <p>How will this be achieved? From August the Emotion Works programme will form the basis of our Health and Wellbeing Curriculum. All children will have at least one dedicated emotion works lesson per week, however, language from Emotion Works will be utilised during reflection activities (when things go wrong) and as teaching points across other curricular areas; for example, exploring character emotions in literacy and the expressive arts.</p> <p>Identified children will engage in small group Kitbag sessions</p> <p>Identified children who find team work and group tasks challenging will engage in Lego therapy sessions.</p> <p>Measure of Success Observed behaviours, pupil focus groups, reduction in negative outbursts, pupil check-ins.</p>	<p>Emotion Works subscription renewal:</p> <p>£200</p>	<p>Kitbag</p> <p>P5-7 4 children</p> <p>P1-4 – 4 children</p> <p>Lego Therapy</p> <p>P5-7 – 4 children</p> <p>P1-4 – 4 children</p>
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