



TAYPORT PRIMARY SCHOOL and FERRYPORT NURSERY



Standards and Quality Report 2020 - 2021

Achieving Excellence and Equity

Context

School Roll	Main school - 231 Ferryport nursery - (setting role only) - 27/27				
Free Meal Entitlement (FME)	18%				
Attendance 95.06%	Authorised Absence	3.58%	Unauthorised Absence	1.36%	
Exclusion (%)	0.01%				
Attainment Scotland Fund Allocation	<i>Pupil Equity Fund (PEF) Allocation for Session 2020 - 2021</i> 20-21 allocation/total budget (including carry forward from 2019/20) = £66,805 20-21 actual spend = £51,471 20-21 variance/carry forward to 21-22 = £15,374				

OUR VISION - our hopes and dreams for our school....

Tayport Primary School and Ferryport Nursery are open and welcoming places where everyone is able to achieve their full potential. We work co-operatively with a shared understanding of what we are trying to achieve and everyone plays their part. Children can feel safe, nurtured and confident. This school and Nursery are places where we all want to be.

OUR VALUES- these define our character and ethos and help us to achieve our vision.....

1. **Respect** - Everyone deserves to be respected. We treat all the people around us with consideration having due regard for their feelings, wishes and rights.
2. **Hard work** - Everyone, regardless of their circumstances, has the opportunity to achieve their potential.
3. **Responsibility** - Everyone is supported, according to their needs, so that they can develop the capacity to take responsibility for their own actions.
4. **Teamwork** - Everyone has the ability to play a part in their own learning and the learning of other people as part of our team of staff, parents, children and the wider community.

OUR AIMS

1. We will regularly and routinely evaluate how good our school and nursery is so that we know what is working well and what needs further improvement.
2. We will provide the learning environment which nurtures children to become confident individuals, successful learners, effective contributors and responsible citizens.
3. We will develop and refresh our curriculum on a regular basis and effectively manage curriculum change and innovation.

Improvement for Recovery Priority Work Session 2020 - 2021

School improvement Priority 1: Continue to enhance our Health and wellbeing curriculum by building on the work achieved in the first 27 weeks of last session as we recover from the Covid-19 lockdown. This will include revisiting our Relationships, vision and values.

NIF Priority:

Improvement in children's health and wellbeing

HGIOS 4 Quality Indicators

3.1: Ensuring wellbeing, equality and inclusion (PEF focus)

NIF Driver: Teacher professionalism and Parental engagement

HGIOELC Quality Indicators

Progress and Impact:

After the period of remote learning at home (March 20 - July 2021), there was a need to re-establish routines and expectations as we came back to school face to face in August. In June our support for learning teacher designed whole school and individualised symbolised scripts which were sent home to support our children over the summer holidays as they prepared to come back to full time face to face learning in August. This meant that children and families were prepared for the Covid-19 mitigations which were in place to keep us all safe. When the children returned in August all staff worked hard to ensure class charters, "5 Ways" displays and other positive behaviour management systems were in place. Weekly assemblies and displays reinforced whole school expectations based on our school charter and our script of "Ready, Respectful, Safe".

Early in the new session it quickly became clear that we were not in a recovery period but were learning to live and work within ongoing Covid-19 restrictions and the mitigations in place in school to keep us all safe and healthy. From January 2021 the country experienced a second period of remote learning at home and all the children did not return to full time face to face teaching until the final two weeks of the spring term.

Teaching staff sustained a strong focus on Health and Wellbeing from the start of the new session in August and as the year progressed. There was a clear message running through all our work that children and staff have to have good physical and mental health in order to be ready to learn and teach. This became our main concern.

Explanation of terms of quantity

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All staff have been proactive in extending and deepening their knowledge and understanding of strategies to support the health and wellbeing of the children in their care and of the wider school community. All staff have been supported to access and participate in a range of individual and collective professional learning with the aim of improving outcomes for our children. There has been a good mix of school organised and individual professional learning opportunities.

In December Miss Gallacher volunteered to be our Staff Wellbeing Representative. She continues to take part in a range of professional development to support her in this role. Miss Gallacher has raised the profile of wellbeing in our school, providing focus for how we can further improve our working environments and the ways in which we support one another. A key part of her role is to ensure that all staff in our school are aware of what supports are available to them.

Mrs Simpson (acting principal teacher) has Health and Wellbeing as a key part of her remit and we made effective use of our Covid-19 national additionality and our PEF to release Mrs Simpson from some of her teaching commitments to focus more on this role and to coordinate our work across the school. When children were finding things tricky at home or at school Mrs Simpson was the person they could talk to. 'Wakelets' were posted on class pages on Teams, with a link to our Parent Council facebook page. Parents were able to access support and information in one place. Children knew where they could get help if they needed it.

Targeted interventions have been used with small groups and individual children. These have included:

- Mrs Simpson set up a 'TLC' group so that small groups of P7 children had a safe space to discuss their anxieties. Verbal feedback from the children who took part was very positive and they were beginning to build better relationships with children and adults in school and at home.
- Kitbag has been used in almost all classes with our PEF funded PSA2 working closely with teachers. Pupil and parent feedback through informal discussion has been very positive. Our children feel supported by school and peers and are developing their emotional literacy.
- Lego therapy has been used with a small group in a few classes. Pupil feedback through informal discussion has been positive. The children involved feel supported and are building their self- resilience through taking on different roles.

During the first remote learning at home period and then again from January 2021, we became very aware that many children were spending increasing periods of time online and they and their parents needed more information about how to stay safe remotely. Parents were contacting school staff to express concern and issues from outside school were coming into school and causing anxiety in a significant number of children, particularly from P5 - 7. At the start of the summer term the whole school took part in the NSPCC learning 'Speak Out Stay Safe' programme. This was delivered remotely by all class teachers. Delivering this programme as a whole school rich learning experience means that everyone has enhanced their knowledge and understanding of how to stay safe from abuse and neglect. Across the school we have a common language to talk about these issues. We have a strong focus on how to stay safe online.

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During remote learning at home (January to March 2021) all teachers worked hard to engage with their children through emails, phone calls and live video lessons. Evidence of this was tracked through each classes Team tile on Glow. Morning registration system through their class team was linked to children's emotions which meant that staff could see how children were feeling and respond appropriately to them. Most Primary 4-7 pupils engaged in this positively. Teachers were then able to connect and check in with pupils and take next steps. The weekly senior leadership meeting (HT, DHT, PT and SfL) had a standing item to discuss children and families causing concern, agree action to support them, and bring an update back to the next meeting. There was good communication between parents, teachers and support for learning staff during our period of remote learning in the spring term. Parents were contacted and resources were sent to support their child's wellbeing as appropriate.

During the summer term our P7 year group completed the 'Branch Out' (5 Ways) project as part of their transition to S1 in August. This supported our children to feel happy, safe, respected and included in their school and their wider community. Our children now have the language they need to talk about health and wellbeing through their learning and to help them to develop coping skills and good habits. Branch Out emphasises that our mental, emotional, social and physical wellbeing is important now and in the future. Our children have learned coping strategies they can use when things feel difficult and they will continue to develop these skills through the S1 Branch Out project next session at Madras College.

Next Steps:

- HWB action plan in place to embed whole school approach to "Our Minds Matter" term 1.
- Revisit use of existing strategies (key card scripts/restorative approaches/5 ways/Tayport Group time/positive behaviour management/school and class charter etc).
- Complete check in meetings as previously planned and learning partnership action plan.
- Re-establish community groups when permitted.
- Implementing "Five a Day" check in by management and teachers to allow a fair system to catch all children.
- Develop "room 7" as a breakout space providing planned nurture and social skills sessions. Using PSA skills in Kitbag/Lego therapy/other HWB approaches
- Continue to improve our main school outdoor learning spaces, with a focus on a safe P1 outdoor learning place in term 1 and 2.

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School Improvement Priority 2: Ensure that we have a robust and agile contingency plan in place if Covid-19 restrictions mean we need to move towards blended learning or a full lockdown.

NIF Priority:

Closing the attainment gap between the most and least disadvantaged children:

NIF Driver: Teacher professionalism

HGIOS 4 Quality Indicators

1.5: Management of resources to promote equity
3.1: Ensuring wellbeing, equality and inclusion (PEF focus)

Progress and Impact: The progress and impact of this improvement priority is closely linked with priority 1. above.

The school contingency plan was activated as the country moved towards remote learning at home during the national lockdown from January 2021. Nursery to P3 children came back to full time face to face teaching from Monday 22 February 2021. P4 - 7 children returned to full time face to face teaching on Monday 15 March 2021. It is reassuring that our contingency planning meant that we were able to quickly build on our learning from the first lockdown in March 2020 and almost all our children experienced an improved experience. The school blended learning contingency plan was not required to be activated.

During the period of remote learning at home the key platforms used were Seesaw in Nursery and P1 and Glow Teams from P2 - P7. Part of our contingency plan was setting up homework activities for all children from the start of Term 2 in October. We based these activities around using Seesaw, Glow and the key platforms subscribed to by the school (Education City, Big Maths, Rapid Reading). Children were already familiar with these platforms and so most children were already familiar with accessing activities remotely prior to the lockdown in January. From January class teachers organised class learning resources on Glow in a consistent way for ease of access for parents and hub staff.

Families had equal access to all the stationery resources their child needed to continue their learning at home. The school was open each day for parents and carers to collect what they needed for their child's learning at home. This included jotters, paper, stationery packs and craft material. Free period products were also available.

All children either had access to a device to use at home, were given a device from school resources to access their remote learning or were offered a place at the Tayport school hub. This meant that all children had the opportunity to continue with their learning and more children engaged in their learning when compared to the first lockdown period in Session 19 - 20. The data collected through weekly monitoring by teaching staff and SLT indicate that most children engaged well with their learning at home. A few children did not engage in their remote learning and this was a decision their parents made. School staff worked hard to communicate regularly with the parents and carers of

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these children. In a few families paper packs of activities were also given to parents. Children who attended the school hub were supported to access their classes remote learning as well as engaging in a variety of whole group activities with the teacher on duty. All children in the school hub bubbles engaged well with their learning and staff report that they enjoyed their rotational weeks in the school hubs. Our support staff worked hard to support children to engage in their learning at home and in the hub. Their interventions had a strong focus on health and wellbeing and they collaborated closely with class teachers.

Children who attended the Tayport school hub were either the children of key workers or they were vulnerable in different ways. Vulnerable children included children who were unable to access remote learning for reasons other than access to a device, children who were looked after, children with additional support needs and children who were causing concern at home. As the period of national lockdown continued the school had to increase the number of hub bubbles to four (3 in the main school and 1 in the nursery). This increase was primarily to accommodate the needs of our vulnerable children to ensure they were able to continue to learn.

All teaching staff developed a range of new key skills in using the Glow Teams platform to deliver recorded, audio and live lessons to groups and classes. This significantly improved children's engagement in their learning. Parents and carers particularly valued the live video lessons and felt that these helped their children to engage better. Almost all staff supported each other and collaborated well to develop the required new skills across all the online platforms we use in school. All staff supported each other and collaborated well to manage their teaching weeks in the hub bubbles alongside keeping the home learning going. This meant that almost all our children were able to continue with their learning effectively.

All class teachers were expected to use the online platforms routinely used in school as part of home learning to support consistent tracking and assessment of progress. This enabled teaching staff to monitor progress and begin to make plans for filling learning gaps for specific learners. This was part of our planning for returning to full time face to face teaching. As children came back to school full time our Support for Learning teacher and our PEF funded PSA worked across all classes equally to support recovery across Literacy, Numeracy and Health & wellbeing. Additional PSA2 resources were targeted towards the P1 - 3 stages.

Next Steps:

- As part of our contingency planning ensure that all learners and staff have continued access to Glow for homework. Revisiting using Glow on a regular basis to ensure these skills are developed and retained.
- On the return to school in August 2021 ensure all learners continue to have access to a device for homework. (Phase 4 allocation of devices)
- Build on the present level of expertise in digital literacy across our school community to improve the school and nursery digital culture by working with children, families and all staff to progress a digital learning culture which enhances and supports high quality learning & teaching. This improvement priority takes forward aspects of the Directorate Digital Learning Culture strategy 21-22 which is shared through this Sway: <https://sway.office.com/B8ZA3yTFxxDpMj2k?ref=Link>.

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<p>School Improvement Priority 3: The impact of Learning at Home since March 2020 as a result of Covid-19 means that we need to have a very clear focus on assessment. Quickly assessing where children are in their learning while continuing to move children's learning forward.</p>	
<p><u>NIF Priority:</u> Improvement in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver:</u> Assessment of children's progress</p>	<p><u>HGIOS 4 Quality Indicators</u></p> <p>2.3 Learning, teaching and assessment (Effective use of assessment/planning, tracking and monitoring)</p>
<p>Progress and impact:</p> <p>This priority has been a challenge to move forward. The school has worked hard to maintain progress and much of what has been achieved and the impact of this is highlighted in improvement priorities 1 and 2 above. Covid -19 mitigations alongside staffing constraints means that this improvement priority will be moved into next session.</p>	
<p>Next Steps:</p> <ul style="list-style-type: none"> • Develop consistent proformas for learning visits which link to SIP and tracking information, throughout the year. • Use learning visits to quality assure plenaries. • Use collegiate time for teachers to develop skills in how pupils can identify next steps in learning. • Deliver core twilight sessions remotely so everyone who needs to can access. • Moderation of writing to be a focus for school improvement. • Learning intentions made a focus again so children can identify their learning and next steps. • Continue using Education City, Big Maths and Sumdog to monitor pupil progress and teachers to monitor and share progress at planning and tracking meetings. • Use Big Writing scores and writing samples during moderation sessions to develop a common understanding of progress and standards. • Ensure pupil feedback is linked to success criteria with clear next steps. • Developing skills among identified staff in using Pegs to Paper resources to support fine motor skills. 	

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Nursery Improvement Priority 1: Managing the change to 1140 hours. Our nursery is now the 49 week nursery for our local area. This means that children attend one of two daily sessions for the entire year. We now have a staff team of eight. These include two Senior EYO's and four EYO's, one pupil support assistant and our nursery teacher. Of these staff only two are familiar with our nursery setting.	
<u>NIF Priority:</u> Improvement in attainment, particularly in literacy and numeracy <u>NIF Driver:</u> Leadership	<u>HGIOELC Quality Indicators:</u> 1.3: Leadership of change 1.4: Leadership of managers and practitioners
Evaluation of progress, impact and next steps completed by nursery team on 6/05/21 - attached separately.	
Nursery Improvement Priority 2: Continuing to find creative ways for our parents and carers to feel connected to our service.	
<u>NIF Priority:</u> Improvement in attainment, particularly in literacy and numeracy <u>NIF Driver:</u> Parental Engagment	<u>HGIOELC Quality Indicators:</u> 2.6: Transitions 2.7: Partnerships
Evaluation of progress, impact and next steps completed by nursery team on 6/05/21 - attached as separate document.	

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Attainment of Children and Young People

Review of Progress - Session 2020-2021

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	90%	83%	80%	96%
P4	84%	72%	88%	78%
P7	80%%	61%	80%	78%
Total across key stages of P1, P4 and P7	85%	71%	85%	85%

The overall quality of attainment in reading, listening & talking and numeracy is good. Most children are attaining appropriate Curriculum for Excellence levels, a few are exceeding these. Most children make good progress from their prior levels of attainment.

Writing across the school is an area of concern and this is included as a priority focus for next session.

Children who face particular challenges in their lives, or who face barriers to learning, are well supported in our school. Most are making progress in literacy and numeracy from their previous levels of attainment. Our Pupil Equity Fund (PEF) is used flexibly to target key groups of children with a very clear focus on improving attainment in literacy, numeracy and health and wellbeing.

During the spring holiday all families were offered four two hour tutorial sessions working with a class teacher. The aim was to support children with their learning. This provision was shared between four other schools and was located at Leuchars Primary School. A few of our families took up this offer and the majority of the families that applied attended the sessions. Evaluation suggests that this kind of provision is much easier for parents/carers to access when it is in their own school.

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Evidence of significant wider achievements

The Covid-19 pandemic has had a significant impact on the wider achievements of our children. Within school all staff worked hard to maintain as many of our whole school annual events as possible. We linked very effectively with our Active Schools Co-ordinator to enable our children to take part in a wide variety of remote active learning opportunities.

Our Parent Council ran a series of extremely successful fundraising activities remotely to replace the annual fundraising fairs and other events through the year. For example, at Christmas they organised an on-line raffle which was so successful it raised almost as much money as our more traditional Christmas Fair. All staff worked together with the children to produce a school calendar which not only raised funds but brought us all together.

All teaching staff have worked hard to link with parents and carers and to celebrate the wider achievements of our children. One of our P2 children took on a running challenge to raise money for Help for Kids. This is a local Dundee charity that raises money for Christmas presents for families who are finding things tricky. The child challenged himself to run 50km (32 miles) during November, completing it successfully and raising over £1800 through his sponsors.

Our P7 children were unable to take part in the annual residential visit to the Ardroy Outdoor Education Centre so Ardroy came to Tayport to deliver three days of outdoor learning in our local environment. This was fully funded from our PEF budget to ensure that all children would be able to take part. Over the three days in November all the children in the P7 year group worked together with Ardroy staff, their own teachers and some of their parents and carers to complete a number of different learning experiences and challenges. The children demonstrated resilience, problem solving, collaboration and critical thinking. This experience has encouraged and challenged us all to look at our local Tayport environment in a different way.

The severe weather in February resulted in all the children taking part in a whole school challenge and the number of snow people, animals and igloos that were posted on the class Glow teams were very creative. Whole school challenges such as this helped our children to continue to feel part of their school community and supported them to engage in their learning.

During the first national lockdown from March 2020 - July 2020 the school was unable to run the planned Bikeability courses for children in P5, 6 and 7. This had been organised to take place on two mornings weekly from January 2021 to the end of the session. The school has run Bikeability as after school courses in previous years, with very limited success and so the session 20-21 courses were planned with the aim of increasing the number of children taking part by making Bikeability an integral part of the children's learning in school. The school linked closely with Fife Bikeability and reorganised the courses to take place from April to November 2021. For the first time the school borrowed Bikeability bikes and helmets to ensure that all children would be able to take part, even if they did not have a roadworthy bike. The impact of re-organising

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Bikeability to the school day and borrowing the bikes and helmets was impressive. The majority of children in the P7 and P6/7 classes signed up for Bikeability. In total 29 children completed Level 1 and 27 children went on to complete Level 2. The Bikeability coaches then offered some sessions for children who were not able to ride a bike confidently and four children successfully completed Level 1 - an amazing achievement as two of these children could not ride a bike when they started. The plan is that the remaining children from the P5 and P6 classes will take part in Levels 1 and 2 from September to November 2021. The school is developing a strong and effective relationship with Bikeability Fife. The addition of Bikeability within our Level 2 learning pathways supports a more coherent, sustainable whole school approach to give our children the skills and confidence they need to cycle safely on the roads.

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

Reference to the success and challenges of the school and nursery closure period has been included above. The school Learning Partnership (Tayport PS/Ceres PS/Anstruther PS/ Education Managers - Lynne Porter and Sarah Else) focused on the successes and challenges during the period of remote learning. This was the focus of our remote learning visits through the year and of the final learning partnership discussion on 11/05/21. This has been a particularly supportive partnership this session and our conversations have been supportive and challenging. Discussing how the other two schools were using Teams and whole school activities through lockdown gave ideas that could be built on. The discussions were reassuring and also provided ideas. Digital Literacy will be a priority to capitalise on all the learning and new skills developed over the last year.

Technology has resulted in success and challenge this session. Digital skills across the school and nursery have developed well. Our need to deliver the curriculum to our children remotely so they can continue learning at home has moved our practice on much more quickly than might otherwise have happened. Live video and audio lessons, whole school and class events, transition events, review meetings, staff meetings and professional development have all been experienced to a high level by our staff, children and parents and carers. These achievements will be built on next session as we move forward with the appropriate use of digital technology. Ensuring our children and young people are innovative, confident and responsible in the use of technologies and staying safe online.

We worked hard to support all our children to engage well in their remote learning at home and much of the work undertaken towards this has been summarised above. Weekly data suggests that most of our children engaged well with their home learning and there was much better engagement from children than there had been during the closure period from March 2020. Parents and carers were able to contact their child's class teacher quickly through their Glow email and this was commented on very positively by parent and carers.

One key challenge was that when teachers were on the hub bubble rota they could not also be teaching and communicating daily with the children in their substantive class. Teachers linked with their stage partners to support each other during these times and to share the workload. The teacher who was not on hub duty 'looked after' their stage partners class and supported them. It does need to be noted that all teaching staff worked very hard to continue to engage with their children remotely even when they were on hub bubble duty.

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We have worked hard through the year to communicate with our parents and carers differently as face to face meetings were not possible. An example is our annual parent consultation meetings in October and February. In October we replaced the face to face meetings with 'phone chats'. The Parent Council reported that these had been highly valued by the parent forum. We postponed our February meetings until the summer term and then had another series of phone chats. This time the teachers summarised the child's end of year report and discussing this before it was sent out was also well received. We did have some face to face meetings with parents/carers when these were deemed to be essential but all other meetings, reviews etc. were carried out remotely. It will be good to get back to face to face meetings when restrictions allow but some of our developing practice this session will be developed further. One example is review, staff and other meetings through Microsoft Teams. It is easier to get everyone together, no one is having to travel long distances and meeting remotely often fits in well with busy family life. One thing that does not seem to be so effective on Teams is discussions with children. We all feel these are much more effective face to face when tone of voice and body language makes discussions much more positive.

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Impact of Local/National resources to support recovery within your setting

Number of devices provided to support learning at home	<ul style="list-style-type: none"> December 2020 - 14 chromebooks provided through (phase 1) Scottish Government funding. 3 children issued new devices through Karen Scott (community education worker/Taybridgehead area). 4 brand new devices gifted by parents/carers - still in original wrapping so could be safely gifted on to children. The school are still making good use of the remaining Fife Council reconditioned chromebooks issued during the first lockdown last session.
Additionality in staffing	<p>0.6 FTE - class teacher for the full session. This equates to three days weekly.</p> <p>0.2 FTE - PSA2 from October 2020. This equates to one day weekly.</p>

Feedback from our parents and carers is that they are pleased with the chromebooks their children have been allocated and these device are meeting the needs of the children. The school has had no feedback from parents and carers about problems with the new devices. This supports the findings across Fife that the Chromebook option offers the most robust learning platform for the best price, allowing a larger group of young people to be supported. The device is proving successful across Fife as a learning tool, offering good access to learning platforms and tools to continue learning flexibly.

The number of school devices provided to support learning at home means that every child who did not have an appropriate device at home was able to be given one. We prioritised the children who were eligible for free school meals, then children from P4 - 7. In reality no family went without at least one appropriate device. For a few families, allocating a device did not have the impact hoped for and their children still did not engage with their learning at home. In almost all these cases we were able to give the children some sessions in the school hub each week so that their learning could continue. We were very kindly gifted a number of used devices by our local community. It was not possible to pass these onto our children and families safely so they were passed on to a national charity who will be able to refurbish and reuse them.

When the children all returned to face to face teaching families were encouraged to keep the school devices so that their children are able to access their homework learning at home. Only the children moving on to S1 at Madras College handed their devices in to be re-allocated.

The council has been successful in an additional Scottish Government grant (phase 2) and a further set of new chromebooks are now in school for allocation early next session. This will allow us to continue the allocation of devices to those with the most limited access to a device at home. Limited access is considered as:

- Sharing one personal device with more than one other person at home;

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- The only personal device is a mobile phone

This strategy will continue to ensure that learning devices continue to be central to improving outcomes for our children through opening up the curriculum and ensuring high quality learning and teaching is supported digitally.

In August the school was allocated Miss Coe as part of our staffing additionality. This has enabled the school to release Mrs Simpson from some of her teaching commitments to focus on health and wellbeing across the school. The progress and impact of this work has been summarised above. During the period of remote learning at home from January 2021 Miss Coe worked in the school hub bubbles for three days each week, alongside Mrs Avery, our non class contact teacher. This gave good continuity for our children in the youngest hub bubble. An additional impact was that class teachers did not have to be on the hub bubbles rota so often so children had more continuity in their learning through more engagement with their own class teacher. From October 2020 the PSA2 additionality was used in the P1 - 3 classes to support children in their learning. Our most vulnerable children in P1 - 3, who had struggled to engage positively with remote learning at home, benefited most from this support.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

- All 100%
- Almost all 91% - 99%
- Most 75% - 90%
- Majority 50% - 74%
- Minority/Less than half 15 - 49%
- A few - less than 15%
- Other quantitative terms used in this report are to be understood as in common English usage.

Attainment Scotland Fund Evaluation (Pupil Equity Fund - PEF)

Progress and impact:

PEF Planning 20-21

As stated in the National Operational Guidance (<https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2020/>), the Deputy First Minister set out that he was content to relax current guidance on Attainment Scotland Funding, including Pupil Equity Funding, in order that LAs and headteachers can support the education and care of children and young people during the response to the coronavirus pandemic.

The allocations are now fixed for 2 years - 20/21 and 21/22 and can be found here: <https://www.gov.scot/publications/pupil-equity-funding-school-allocations-2020-to-2021/>

Tayport PS PEF allocation is £45,465 for session 20/21 and session 21/22. When the carry forward from session 2019 -2020 was included this gave a total PEF budget of £66,805. The total spend for this session = £51,430. The underspend of £15,334 will be carried forward to Session 2021 - 2022.

PEP Planning summary from August 2020 to June 2021:

Intervention 1a: Support for Learning (SforL) teacher increased to full time.

Intervention 1b: PT post to take a lead on Health and Wellbeing

Intervention 2a: PSA2 post to deliver targeted approaches to literacy and numeracy under the direction, support and supervision of the Support for learning teacher.

Intervention 2b: Additional PSA2 post to support children in classes across the school.

Intervention 3: Staff to be available to support targeted children at key transition points during the day, particularly at the end and beginning of the day. Staff can also have expenses paid to attend review meetings and to attend professional development.

Intervention 4: Resources - annual subscriptions to online platforms.

Intervention 5: Cost of the school day

Summary of Impact:

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All planned interventions have been actioned. The staffing interventions have been essential to support our children as they had a second period of remote learning at home. Much of this is recorded in other sections of this report. Relevant staff are involved in planning and reviewing support for individuals and groups of learners. Children and their parents/carers have continued to be fully involved in decisions about how their needs will be met.

During the session our staff and partners have continued to create an environment where our children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.

We always give consideration to ensuring best value and sustainability of improvement in our PEF planning. All available resources have been used effectively to create and sustain effective learning environments. These have been used well to support learning and ensure as much continuity as possible through the challenges of this session.

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School/Setting Name: Tayport Primary School and Ferryport Nursery

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

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

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)

Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	<i>Good</i>	<i>Good</i>	<i>Very Good</i>	

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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2.3 Learning, teaching and assessment	<i>Very Good</i>	<i>Good</i>	<i>Good</i>	
3.1 Ensuring wellbeing, equity and inclusion	<i>Very Good</i>	<i>Very Good</i>	<i>Very Good</i>	
3.2 Securing children's progress	<i>Good</i>	<i>Good</i>	<i>Good</i>	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2018 - 2019	2019 - 2020	2020-2021
Quality of care and support	<i>Very Good</i>		
Quality of environment	<i>Not assessed</i>		
Quality of staffing	<i>Not assessed</i>		
Quality of leadership and management	<i>Very Good</i>		

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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