

David Livingstone Memorial Primary School and Nursery Class
Standards and Quality Report 2022/2023



Key Successes/Challenges and Achievements during Session 2022/2023:

Successes and Achievements

- We were inspected by Education Scotland's HM Inspectors in February 2023, with both our school and our nursery receiving a very positive report, being awarded 'Very Good' across all quality indicators.
- Some of our P7 children were invited to represent the school when HRH Princess Anne visited the David Livingstone Centre in Blantyre.
- As well as having a lending library for pupils, we launched a community library for parents/carers and successfully gained a Gold Reading Schools Award in recognition of all the work we do to promote reading for pleasure across the school and nursery.
- We are in the final stages of applying for a Nurturing Schools Award.
- Our P1/2 children engaged in the 21st Century Families Play Award.
- Some of our P6/7 children represented the school at the Davie Cooper Soccer 7s tournament.
- The whole school and nursery engaged in a range of activities linked with Bonnie Blantyre, including their infamous sunflower growing competition.
- Our P7 children engaged in a museum curator project in partnership with the David Livingstone Centre in Blantyre. They also prepared audio guides for visitors to the museum.
- Some of our P6/7 children participated in the Hamilton Schools Cross Country Competition, with one child qualifying for the South Lanarkshire Final.
- Some of our P6/7 children participated in SLC's Primary Dance Festival.
- Our whole school and nursery engaged in a wide range of activities linked to Fairtrade Fortnight, Scottish Book Week and World Book Day.
- We successfully supported a number of families with Halloween costumes and Christmas jumpers.
- Our nursery, P1 and P2 children all performed a Nativity for their families and other classes in the school.
- During the month of October, the whole school participated in a Health Week. These focused on different aspects associated with being healthy, including mental health, physical health and the importance of healthy eating and diet and involved both children and staff.
- For Harvest, we collected donations of toiletries in aid of Hamilton and District Foodbank.
- In partnership with our YFCL Officer, all P7 children have applied for a Dynamic Youth Award to recognise their achievements in supporting and mentoring others this session.
- Our YFCL Officer organised a number of different workshops and training programmes for both parents/carers and children, including 'Understanding Children's Behaviour', 'Steps to Excellence Programme' (STEPS) and parent/child cookery sessions for our P4 to P6 pupils.
- We organised very successful Numeracy and Literacy Open Afternoons for all parents/carers across our school and our nursery.
- All of our classes have presented a showcase of learning to their parents/carers and other family members. On occasions, residents from Victoria House Care Home have also attended.
- Our Parent Council organised a very successful Christmas Fayre.
- One of our P2 children won a national 'Design a Bookmark Competition' organised by Children 1st.

Challenges

- Ongoing staff and pupil absence.
- Increased cost of living for all families.
- Changing profile of the school in terms of SIMD and FME.

Review of progress for session Aug 2022 - June 2023

School priority 1: To raise attainment in Literacy	
<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> School leadership Teacher professionalism Assessment of children's progress Curriculum and Assessment School improvement Performance information <p><u>Scottish Equity Fund Core Measures/Stretch Aims</u> ACEL Primary Literacy P1, P4, P7 combined</p> <p>Local measure: Cost of the School Day</p>	<p><u>HGIOS?4 QIs</u></p> <ul style="list-style-type: none"> 1.1 Self-evaluation for self improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
<p>Strategy What did we set out to do?</p> <p><u>Reading Schools</u></p> <ul style="list-style-type: none"> Analysis of reading standardised assessment data completed by P2-P6 children in 2021-2022 highlights that 32 pupils (12.4%) are significantly (>18 months) behind their expected age range. The ongoing analysis of data supports the need for a continued whole school approach to sustaining and embedding a reading culture which will begin to permeate the school community. The Reading Schools programme will continue to offer a coherent structure for all of our reading initiatives and activities. During 2021-2022, attainment in Reading was lower than 75% at P3 (72.7%) and P4 (61.5%). Engagement data shows that 7 pupils (2.7%) score 2 or less when undertaking learning in Literacy, with a further 33 scoring 3 (12.7%). Pupil dialogues have shown that a number of children do not have access to a choice of reading materials at home. Ongoing consultation with children has identified that pupils would like more choice in their reading materials to ensure that they are challenging, contemporary, enjoyable and relevant. <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> By June 2023, the reading age of 8 out of these 32 of children (25%) will become <18 months below their chronological age. By June 2023, the attainment in Reading will have increased by at least 3% in P4 and by at least 9% in P5. By June 2023, the percentage of children who score 4 or above for engagement in Reading using the Leuven Scale of Engagement will increase by at least 4 (10%). By June 2023, almost all children will have an SLC library membership. 	

Measures:

- Children's reading age will be assessed in September and May.
- Attainment data will be monitored in November, February and May/June.
- Leuven Scale of Engagement will be completed termly by class teachers.
- Membership applications will be monitored termly

Assessment

- Analysis of school self-evaluation from 2021-2022 highlights the need for high quality reading assessments for all levels and sublevels from Early to Second level

Outcomes:

- A shared and consistent bank of summative reading assessments, clearly linked to the CfE benchmarks will be developed and used across all stages at all levels in Townhill Primary School, Neilsland Primary School and DLMPs.
- Teacher confidence in making professional judgements will improve across all stages.

Measures:

- Reading assessments will be completed in May 2023 by all children.
- Attainment data will be monitored in May.

Equity

- Analysis of standardised assessments has identified a number of pupils in P2 (10), P3 (8), P4 (4), P5 (8) and P6 (2) who are more than 18 months behind their expected age range.
- 35.5% of targeted children in P2-P7 (39 out of 110) are not on track for Reading.
- Apart from in P1, there is a significant attainment gap at all other stages:
 - P2 = -30.9%
 - P3 = -35.7%
 - P4 = -35.0%
 - P5 = -23.2%
 - P6 = -38.9%
 - P7 = -6.3%
- Leuven Scale of Engagement data shows 17 (15.5%) of targeted group score 3 or less when undertaking learning in Literacy.
- 32.7% of targeted children in P1-P7 (36 out of 110) are not on track for Writing.
- Apart from in P1, there is a significant attainment gap in Writing at all other stages:
 - P2 = -39.7%
 - P3 = -21.7%
 - P4 = -26.9%
 - P5 = -17.0%
 - P6 = -15.5%
 - P7 = -4.3%
- Leuven Scale of Engagement data shows 17 (15.5%) of targeted group score 3 or less when undertaking learning in Literacy.

Outcomes:

- By June 2023, P3 (3 pupils), P4 (3 pupils), P5 (1 pupil) and P6 (2 pupils) will be within 18 months of their chronological age for Reading.
- By June 2023, at least 50% of targeted children engaging in the 5-Minute Box will have a reading age of within 12-18 months of their chronological age.
- By June 2023, at least 50% of targeted children engaging in the Catch-Up Literacy will have a reading age of within 12-18 months of their chronological age.
- By June 2023, there will be a 10% increase in the number of targeted children who are on track for Reading.
- By June 2023, the attainment gap between the most and the least deprived in Reading will have decreased by at least 5% in P3-P7.
- By June 2023, the number of targeted pupils who score 4 or more in relation to the Leuven Scale of Engagement for Reading will increase by at least 3.

- By June 2023, there will be at least a 10% increase in the number of targeted children who are on track for Writing
- By June 2023, the attainment gap between the most and the least deprived in Writing will have decreased by at least 5%.
- By June 2023, attainment for Writing will have increased by at least 5% in P3 and P5, and by at least 3% in P4, P6 and P7.
- By June 2023, the number of targeted pupils who score 4 or more in relation to the Leuven Scale of Engagement for Writing will increase by at least 3.

Measures:

- Burt and Salford Reading Assessments completed in May/June
- NGRT assessments completed in September and May
- Ongoing Active Literacy assessments
- 5-Minute Box assessments
- Catch-Up Literacy Assessments
- Attainment data will be monitored in November, February and May/June.
- Leuven Scale of Engagement completed every term

Nursery

- HGIOELCC self-evaluation has identified the need to develop the Nursery outdoor area.
- Research has shown that being outdoors has a positive impact on children's wellbeing.
- Outdoor learning has a positive impact on children's engagement and enthusiasm for learning.
- In 2021/2022, 77.3% (17 out of 22 children) were on track for Listening and Talking.

Outcomes:

- By June 2023, at least 85% of children will be on track for Listening and Talking.
- By June 2023, most children will score 4 or more in the Leuven Scale of Engagement for Literacy.
- Most parents/carers will show an increased knowledge of how they can develop Literacy through outdoor play.
- All staff will show increased confidence in delivering Literacy outdoors.

Measures:

- Attainment data will be monitored in November, February and May/June.
- Leuven Scale of Engagement will be completed every term.
- Parent/carer questionnaire in September and May.
- Staff questionnaire in September and May.

Progress and Impact

Reading Schools

What did we achieve?

- A Reading Schools working party was established. This allowed staff from across different stages of the school to take on a leadership responsibility linked to school improvement.

"The working party met throughout the year. They developed a Gold Reading Schools Action Plan and this was shared with everyone. Each member had a responsibility for each part of the plan." (Reading Schools Lead)

- A Reading Schools Leadership Group comprising of children from P4-7, as well as a parent and a member of our wider school community was established. This allowed a range of different stakeholders to contribute to what we did to promote reading from pleasure across our school and beyond.

"The group is made up of children from P3/4 to P7. The group also has adult representatives from the school, the community and the parents. The group meet regularly to discuss and share ideas about building a reading culture in our school and community." (P7 teacher)

"I love being part of the Reading Schools Group as I get to make decisions for the school. I really enjoyed getting the chance to put up reading posters in different places in Blantyre." (P5 child)

- The school was successful in achieving a Gold Reading Schools Award. This has helped to raise the profile of reading for pleasure across the school and our wider community.

“Gaining this award was a huge achievement for the school since we are one of just 11 schools in South Lanarkshire Council and 52 schools across Scotland to have received this prestigious accolade.” (Head Teacher)

- All class libraries were refreshed, making them more inviting for children.

“We use our ‘We Are Reading...’ cards in the library to show what we are all reading. This has now been adapted across the school, with staff at all levels displaying the book that they are currently reading on their classroom or office door.” (P6 teacher)

“I love seeing what my friends are reading. Sometimes this helps me to choose a book for myself.” (P6 child)

- All classes and staff have a display on their door showing what book they are currently reading. This helps to raise the profile of reading for pleasure across the whole school.

“It is great to see what other staff/classes are reading. It opens up discussions with colleagues about good books to read and we can talk to children from other classes about the novels they are reading too.” (P2 teacher)

- Our school library was updated to include books on diversity. This makes our library more inclusive for all.

“This has made the books available more meaningful and relevant for the wide range of children and cultures in our school.” (Head Teacher)

- We introduced lanyards with QR codes printed on them so that children could find out more about a book that interested them. This makes the blurb at the back of the book more accessible for all children.

“This has allowed different books to become more accessible for children who may find reading the blurb at the back of a book difficult.” (Head Teacher)

- All classes have the opportunity to visit the school library each week. This ensures that children always have access to a book of their own choosing to enjoy during ERIC time.

“I have been getting the Jeremy Strong books we have in the library. I like the comfy couches that are there.” (P4 child)

“I enjoy visiting the school library because you get to read lots of books and choose different ones. Our library is nice and tidy.” (P4 child)

- We trained some of our P6 children as Junior Librarians. This has had a positive influence on pupil confidence and has helped to develop pupil leadership skills.

“Mr Burns trained us to put the books in the right place, by alphabetical order or by theme. I enjoy helping other people to look for books.” (Junior Librarian)

“I like helping to organise the library. It makes me feel really important.” (Junior Librarian)

- We trained our P7 children as paired readers and re-established paired reading across the school. This has been very effective in supporting children who may not have the opportunity to share a book with anyone at home.

“I like reading with the P7s. It is helping my brain and I'm doing better at reading.” (P3 child)

“Mr Burns explained some activities that we could do with the children when we were reading with them. My buddy is much more confident with his reading now.” (P7 paired reader)

- Most classes undertook one book inspired interdisciplinary topic. This has helped to raise the profile of reading across a wide range of curriculum areas.

Most classes are already undertaking this. For example, in P1 they looked at their Winter-themed topic through 'The Jolly Christmas Postman.' This helps children to make links within their learning." (P1/2 teacher)

- We planned a reading calendar of events for the session. This ensured that all staff had advance warning of key events, so they could then effectively incorporate these into their planning.

"It was useful for us to see the year ahead so that we utilised all the events and resources on offer, including author events and World Book Day." (P2 teacher)

- All classes visited Blantyre Library once over the course of the session. This allowed all children to become more aware of resources that are available to them in the local area. As a result, an increased number of children have said that they have started attending Blantyre Library more regularly with their parents.

"The library visit was very informative. The children got a lot out of it and learned how to navigate the library." (P5/6 teacher)

"I liked the activities we did. We learned about the Dewey Decimal System and non-fiction books. We had to find facts and draw a picture. I now know more about the non-fiction part of the library." (P5/6 child)

- We introduced a staff lending library and relaxation area in our staffroom. This has been effective in supporting the mental health and wellbeing of staff.

"Staff have been encouraged to borrow books and read more. We have had lots of book donations from staff and this area is being used regularly." (Support Assistant)

"A lot of people have been borrowing books and talking about/suggesting good reads." (Support Assistant)

- We organised a staff reading group. This successfully promoted a sense of community and collegiality between staff at all levels and encouraged some people to explore new authors/texts that they would not normally have read.

"We have had a great turn-out. Staff have shared their recommendations and we made a list which is displayed in the staffroom next to our staff library." (Support Assistant)

"The reading group encourages people to look at different authors and genres they may not have read before." (Principal Teacher)

"It is good to see people reading and recommending books to one another. This group has a lovely atmosphere and it's nice to take our minds off work." (Support Assistant)

- We introduced a community library, providing opportunities for parents/carers and other family members to borrow books, games and jigsaws. This has been effective in supporting the cost-of-living crisis and has encouraged different family members to visit our school.

"This has successfully helped to support the cost-of-living crisis currently being experienced by many families. Having this facility within the school has also reduced potential barriers to accessing a library for people with mobility problems or no access to transport of their own." (Head Teacher)

"I think this is a great idea as it saves me having to walk all the way up to Blantyre Library to get a book." (grandparent)

- Our P3/4 class invited members of the local community into the school to hear the Christmas stories that they had written. This was effective in giving the children a real purpose for their writing.

"The children were so proud showing their work to members of the community. This allowed them the opportunity to grow in confidence, share their success and read aloud. It also fostered conversations about books and reading between the children and the adults, along with their likes and dislikes and really just go everyone talking about reading. It was a fantastic experience." (P3/4 teacher)

- Our P7 children engaged in a joint book-themed transition project with children from Neilsland PS and Townhill PS. This allowed the children to meet pupils from other schools within the Learning Community prior to them all transitioning on to high school.

"P7 children from Townhill PS and Neilsland PS have joined with DLMPs in a joint book project using 'New Kid' by Jerry Craft. This book will be used to create our own transition-themed graphic novel which will be shared with Calderside Academy." (Literacy Co-ordinator)

- Our Reading Schools Committee created and put posters promoting reading for pleasure on display in a variety of different facilities within the local area, including the church, library and local shops. This has helped to promote the development of reading for pleasure within our local community.

"Each class in the school was tasked with creating a 'reading for pleasure' poster. These posters were then taken around our local community. We visited places such as the local shops, ASDA, the travel agent and the chemist. Already staff and parents have noticed and discussed our posters." (Literacy Co-ordinator)

- The whole school and nursery engaged in a very successful Literacy Open Day. This allowed parents/carers to see how literacy was being taught in their child's class so that they could then offer increased support at home.

"Really enjoyed seeing how they learn in class. Helps with homework." (P4 parent)

"Great insight into class life. I learned loads about what my daughter does every day." (P5 parent)

"I think the parents benefited from seeing the various stations, particularly the spelling station which gave them ideas for homework. Parents enjoyed joining in." (P5/6 teacher)

"It was absolutely fantastic! Parents and pupils were engrossed. Pupils have since told me that their parents bought books I recommended and they have read them together." (Support Assistant)

"Parents got to see first-hand how to use the North Lanarkshire boards. They also saw lots of alternative spelling strategies which they are now using at home." (P3 teacher)

What difference did we see?

- The reading age of 15 out of the identified 32 children (46.9%) has now become <18 months below their chronological age. This means that the reading age of 6.5% of our children is now significantly (>18 months) behind their expected age range, a decrease of 5.9% compared to 2021/2022.
- Reading attainment increased by 1.1% in P4 and by 9.6% in P5.
- The percentage of children who scored 4 or more for engagement in Literacy increased by 0.8% (2 children).
- Unfortunately, we were unable to measure the number of children who have an SLC library membership as many families were unable to give us this information.

Assessment

What did we achieve?

- Across all 3 schools (DLMPs, Neilsland PS and Townhill PS), staff audited existing reading assessments.

"This provided staff with a clear baseline as it allowed staff to see what resources were currently being used and where additional/updated resources were required." (Depute Head Teacher)

- A bank of summative reading assessments, clearly linked to the Es and Os and CfE Benchmarks, was developed in collaboration with staff from Townhill Primary School, Neilsland Primary School and DLMPs. These assessments have since been piloted in a few classes, providing increased support for teacher professional judgement.

"A small working party was set up between Townhill PS, Neilsland PS and ourselves to create a bank of high-quality reading assessments for all levels. This allowed for the sharing of good practice and the pulling of resources. The Learning Community have selected texts for each stage/sub-level and created

comprehension questions linked to each text. This will enable us to moderate more effectively between school.” (Depute Head Teacher)

What difference did we see?

- Across all stages of the school, teachers have become much more confident in their professional judgement of Reading. This was supported with HMLe who agreed with our existing and predicted attainment levels for Reading when they inspected the school in February 2023. As a result, most children remain on target to achieve expected CfE Levels for Reading.
- There is now increased consistency in the assessment of Reading across the 3 schools in the Learning Community involved in this project (DLMPs, Neilsland PS and Townhill PS).

Equity

What did we achieve?

- Catch-Up Literacy was introduced to 9 targeted children who were not on track to achieve. Unfortunately, this was not as regular as we hoped due to staff absence.

“The children have all grown in confidence in their reading. Sometimes attendance has hindered consistency. All children are keen to read aloud.” (Support Assistant)

“I enjoy doing this. I feel more confident with my reading and my learning.” (P4 child)

- Literacy 5-Minute Box was introduced to 3 targeted P2 children and 4 targeted P3 children who are not on track to achieve. Unfortunately, this was not as regular as we hoped due to staff absence.

*“*** has shown an improvement in both his written work and his reading.” (Support Assistant).*

“I like the 5-Minute Box. It has helped me to get better at my phonics. I can now read a lot better than I did in P2.” (P3 child)

“The 5-Minute Box helps me spell out my words. It helps me do my work in class. It helps me read my reading book too.” (P2 child)

- Following pupil consultation, we purchased new texts to engage targeted pupils in reading. We also set up a whole school timetable so that every class visited our school library every week.

“I love all the new books in the library. I love all of the comic books. The chairs are so comfy!” (P6 child)

- All classes visited Blantyre Library at least once over the course of the session.

“Going to the library made me want to read more books.” (P4 child).

“I enjoyed going to the library. I like everything about it. I saw some new books that I might want to read.” (P4 child)

- Small group writing support was introduced to 3 targeted children in P2, 4 targeted children in P3, 4 targeted children in P4, 9 targeted children in P5, 4 targeted children in P6 and 4 targeted children in P7.

“The children’s confidence and motivation has positively improved due to small group working, as well as working one-to-one and taking the children’s interests into account. The children feel that by setting a target from their success criteria and reminding themselves about this each week before beginning to write enables them to eventually attain their target.” (PEF teacher)

“I love working with Mrs Houston. I am so much better at my writing now! I use lots of connectives and much better words to make my writing much more interesting.” (P5 child)

What difference did we see?

- The following numbers of targeted children who were previously >18 months outwith their chronological age are now < 18 months: P3 = 2; P4 = 3; P5 = 4; P6 = 2 and P7 = 1.
- 2 out of the 5 targeted children (40%) who engaged in the Literacy 5-Minute Box now have a reading age of within 12-18 months of their chronological age.
- 4 out of the 11 targeted children (36.4%) who engaged in the Catch-Up Literacy now have a reading age of within 12-18 months of their chronological age.
- 69.1% of targeted children are now on track for Reading. This is an increase of 4.6% (5 children) from 2021/2022.
- Our attainment gap between the most and least deprived in Reading has shown the following changes since 2021/2022:
P2 = 0.5% decrease
P3 = 2.2% decrease
P4 = 10.7% increase
P5 = 8.8% decrease
P6 = 9.7% decrease
P7 = 13.9% decrease
- The percentage of targeted children who scored 4 or more for engagement in Literacy decreased by 5.0% (9 children).
- The number of targeted children who are on track for Writing has increased by 5 (41/110), a 4.5% increase.
- Our attainment gap between the most and least deprived in Writing has shown the following changes since 2021/2022:
P2 = 1.6% decrease
P3 = 38.4% decrease
P4 = 7.0% increase
P5 = 6.0% decrease
P6 = 11.6% decrease
P7 = 10.3% decrease
- Our attainment for Writing increased by 9.7% in P3; 6.8% in P5 and 8.7% in P7. Unfortunately, attainment in Writing decreased by 8.0% in P4 and 4.9% in P6.

Nursery

- 78% of children in the Nursery are on track for Listening and Talking. Our figures reflect 1 EAL child and 2 children who have been referred to Speech and Language Therapy. The other 2 children not on track are relatively new to the Nursery, starting in April 2023.
- The majority of children are scoring 4 or more in the Leuven Scale of Engagement for Literacy (14/23). This session has seen a heavy intake of ante-pre children who have required a lot of settling time and support in the playroom.
- All parents have attended 1 or more of the following sessions: Stay and Play or Messy Play linked to developing Literacy in the outdoors.
- There is a focused Literacy station outdoors which all staff plan for and are confident in utilising to deliver Literacy outdoors.

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

- Continue to promote and encourage reading for pleasure both within our own school and within the wider community.
- Extend P7 reading transition project to include all the schools in our Learning Community.
- Extend the opportunity for children to engage in Literacy activities outdoors.
- Extend our provision of Home Learning bags in the Nursery to include Literacy activities.

School priority 2: To raise attainment n Numeracy	
<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Assessment of children's progress • Curriculum and Assessment • School improvement • Performance information <p><u>Scottish Equity Fund Core Measures/Stretch Aims</u> ACEL Primary Numeracy P1, P4, P7 combined</p> <p>Local measure: Cost of the School Day</p>	<p><u>HGIOS?4 QIs</u></p> <ul style="list-style-type: none"> 1.1 Self-evaluation for self improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
<p>Strategy What did we set out to do?</p> <p><u>Improving Attainment and Achievement</u></p> <ul style="list-style-type: none"> • Analysis of MALT standardised assessments and SNSA, alongside class-based assessments and observations has identified the need for a refreshed look at pedagogy, learning, teaching and assessment in Numeracy and Maths to increase consistency across the school. • During 2021-2022, 40 P2-7 children (15.4%) had a Numeracy age of more than 18 months below their chronological age: P2 (6); P3 (7); P4 (4); P5 (9); P6 (9) and P7(5). • During 2021-2022, 70.3% of children were attaining at P2, 72.7% were attaining at P3 and 69.2% were attaining at P4. • Leuven Scale of Engagement data shows 41 (15.8%) of children score 3 or less when undertaking learning in Numeracy. • Pupil and parent consultations have identified the need to increase challenge for the more able. <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • By June 2023, there will be at least a 5% decrease in the number of children whose Numeracy age is more than 18 months below their chronological age. • By June 2023, attainment in Numeracy will have increased by at least 5% at P3, P4 and P5. • By June 2023, the number of children who score 4 or more for engagement in Numeracy using the Leuven Scale of Engagement will decrease by at least 4 (10%). • Most children will report that they feel challenged in their learning in Numeracy. <p><u>Measures:</u></p> <ul style="list-style-type: none"> • Numeracy assessments completed in May 2023 • Attainment data will be monitored in November, February and May/June. • Leuven Scale of Engagement completed every term • Pupil questionnaires 	

Equity

- Analysis of MALT standardised assessment has identified that 30 targeted pupils across the school are more than 18 months below their chronological age: P2 (6); P3 (5); P4 (3); P5 (6); P6 (6) and P7 (4).
- 40% of targeted children (44 out of 110) are not on track in terms of expected CfE Levels for Numeracy
- Apart from in P2 and P7, there is a significant attainment gap at all other stages:
 - P1 = -4.7%
 - P3 = -9.6%
 - P4 = -14.2%
 - P5 = -11.5%
 - P6 = -36.2%
- Leuven Scale of Engagement data shows that 22.7% of identified pupils (25 out of 110) score 3 or less when undertaking learning in Numeracy.

Outcomes:

- By June 2023, 5 targeted children who are currently more than 18 months behind their chronological age will improve to become within 12 months of their chronological age.
- By June 2023, at least 44% of targeted children will be on track for Numeracy and the attainment gap between the least and the most deprived will have decreased by at least 2% at P5 and P6 and by at least 6% at P7.
- By June 2023, at least 80% of identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Numeracy.

Measures:

- MALT in June 2022 is baseline. Further MALT assessment in December 2022 and May 2023, and SNSA for P4 and P7 pupils in May 2023.
- Numeracy 5-Minute Box assessments
- Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis.
- Attainment data will be monitored in November, February and May/June
- Leuven Scale of Engagement completed every term

Progress and Impact

Improving Attainment and Achievement

What did we achieve?

- We had 2 members of staff trained in Maths Recovery. This will now be introduced within the school next session as a way of supporting children who are not on target to achieve.

“This provided staff with strategies that they can then use to support children who are not attaining in Numeracy. These strategies will now be introduced in P1 starting from next session.” (Head Teacher)

- We established a Numeracy working party. This allowed staff from across different stages of the school to take on a leadership responsibility linked to school improvement.

“The working party is great as it allows me to share good practice and ideas that I have used in other schools.” (Numeracy Co-ordinator)

- Holistic assessments were shared and piloted across all stages. These provided staff with increased evidence to support their professional judgement of children’s attainment. They also allowed staff to assess how secure children were in the knowledge and understanding of different concepts, something which then informed their future planning.

"The holistic assessments at a variety of levels were given positive feedback. The Numeracy working party had to edit a few to match our pathways more closely and this will be ongoing." (P6 teacher)

- We refreshed staff's knowledge and understanding of CLIC sessions within Big Maths. This ensured greater consistency in approach across the school.

"The refresher training was great for current and new staff. Everyone shared how they used the sessions in their class and our peer visits focused on this too. It was very helpful to see how it can be used differently." (P5 teacher)

- We trained all staff in Number Talks. This helped to improve consistency across the school.

"We looked at Number Talks at a staff meeting, where the basics were shared and handouts given. All staff were confident in how Number Talks could be applied at their own stage. Number Talks books have now been ordered to support their implementation." (P3/4 teacher)

- We agreed on the expectations of a high-quality Numeracy and Maths lesson. Again, this helped to improve consistency across the school, something that was noted by HMIE during their inspection in February 2023.

"We looked at the SLC expectations for a high-quality Numeracy and Maths lesson and agreed that this suited us well. It is great that everyone knows the standards expected of them." (CCC teacher)

- We made all staff aware of the National Thematic Inspection for Numeracy and Maths and they each completed their own self-evaluation. This allowed us to see where we were currently placed as a school and helped us to identify what we needed to work on in order to improve.

"The self-evaluation helped me evaluate my own practice and identify areas for my own professional development." ((Principal Teacher)

- All classes, including the Nursery, organised a highly successful Numeracy Open Day for parents/carers. This was effective in allowing family members to see how mental maths is taught at different stages, so giving parents/carers increased knowledge and skills to be able to support their children at home.

"It was great being able to see the different methods that are used to learn." (parent)

"It was great to see so many parents being able to visit the school again. What a lovely welcome they got." (HMIE Inspector)

- We organised 'Big Chef Little Chef' family cookery sessions for some of our P4 to P6 children in partnership with Lanarkshire Community Food & Health Partnership. These were effective in promoting family learning, particularly amongst some parents/carers who would not normally engage with the school.

"Learners improved in confidence and self-esteem and gained a positive experience. It was a good example of partnership working and a great educational, practical skills cooking programme." (YFCL Officer)

"I enjoyed cooking and learning new things." (P5 child)

"I learned how to measure ingredients better." (parent)

- Unfortunately, due to a number of our curriculum development sessions falling on strike days, we were unable to complete termly Maths Challenges for all pupils. This will be carried on to next session. Nevertheless, a few P6/7 children did engage in the Scottish Mathematical Challenge, although none of them submitted the final paper.

- We updated our school's Numeracy Policy. This will be shared with all staff at the start of the new session.

"The updated Numeracy Policy will ensure consistency across all stages and highlight to staff the features of a highly effective Numeracy and Maths lesson." (Numeracy Co-ordinator)

What difference did we see?

- 35 P1-7 (13.3%) children now have a Numeracy age of more than 18 months below their chronological age. This is a 2.1% improvement from 2021-2022.
- Attainment in Numeracy has increased by 0.9% in P3, but it has decreased by 3.7% in P4 and by 0.8% in P5.
- The number of children who score 4 or more for engagement in Numeracy has increased by 11, with just 11.5% of the school now scoring 3 or less compared to 15.8% in 2021/2022.
- Most children report that they feel challenged in their learning in Numeracy. A few children would benefit from more challenge.

Equity

What did we achieve?

- Power of 2 was introduced to 4 targeted children who were not on track to achieve. This was effective in improving the mental maths skills of all the children involved.

"Power of 2 is a great intervention. Children are progressing well through the programme." (Support Assistant)

"I think doing Power of 2 has helped me to become better at mental maths." (P7 child)

- The Numeracy 5-Minute Box was introduced to 3 targeted children who were not on track to achieve. Although all 3 children are still not achieving, their confidence in Numeracy and willingness to 'have a go' has greatly improved.

"The children made progress with this intervention and it had a positive impact on their learning in class." (Support Assistant)

"It is helping me to work with money. I've also been getting better at working out 3 less than big numbers." (P3 child)

What difference did we see?

- Analysis of MALT standardised assessments show that there are now 22 children across the school who are more than 18 months below their chronological age. This is 8 fewer children than the number of children in 2021/2022 (26.7% decrease). The following numbers of targeted children are now more than 18 months below their chronological age: P1 = 1; P2 = 1; P3 = 4; P4 = 7; P5 = 2; P6 = 3 and P7 = 4.
- 64.7% of targeted children are now on track for Numeracy, an increase of 4.7% from 2021/2022.
- Our attainment gap between the most and least deprived in Numeracy has shown the following changes since 2021/2022:
 - P2 = 8.1% increase
 - P3 = 39.1% decrease
 - P4 = 9.6% increase
 - P5 = 2.5% decrease
 - P6 = 3.0% decrease
 - P7 = 6.3% decrease
- 81.9% of targeted pupils scored 3 or more in relation to the Leuven Scale of Engagement for Numeracy compared to 77.3% in 2021/2022.

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

- Introduce a termly Maths Challenge for all pupils.
- Introduce Maths Recovery trained staff to share key knowledge gained with staff from across the school.
- Consider other interventions that are available to support children who are not on target to achieve.

School priority 3: To promote the positive health and wellbeing of children, parents, carers and staff

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

- School leadership
- Teacher professionalism
- Assessment of children's progress
- Curriculum and Assessment
- School improvement
- Performance information

Scottish Equity Fund Core Measures/Stretch Aims
Health and Wellbeing measure (attendance)

Local measure:
Cost of the School Day

HGIOS?4 QIs

- 1.1 Self-evaluation for self improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Strategy

What did we set out to do?

Health and Wellbeing

- A significant number of children show low levels of resilience/self-esteem and behaviours associated with insecure attachment.
- Participation data from 2021/2022 shows that 63.3% of children engaged in an extra-curricular club.
- There have been very limited opportunities to facilitate face-to-face learning experiences for parents and carers and their child/ren within the school environment.
- Staff wellbeing has been affected by the pressures associated with Covid Recovery.

Outcomes:

- Attachment-informed practice and the 6 principles of nurture will be evident throughout the school.
- At least 75% of pupils will attend at least one extra-curricular club in academic session 2022/2023.
- Over 50% of families will engage in at least one planned family learning experience.
- Most staff will report that they have a more positive sense of mental wellbeing.

Measures:

- Classroom observations and peer visits.
- Participation data will be monitored termly.
- Parental attendance at all family learning experiences will be recorded.
- Staff questionnaires

Equity

- Punctuality and attendance data from June 2022 highlighted the continuing need for a bespoke approach to monitoring to ensure any barriers to learning are identified and punctuality and good attendance are encouraged.

- 22.7% of targeted children (25 out of 110) in P1-P7 had 10 or more late-comings over the course of the session 2021/2022.
- 27.3% of targeted children (30 out of 110) in P1-7 had an attendance rate of less than 90% during 2021/2022.
- The number of FME children in our school has increased from 19.7% in 2019/2020 to 30.9% in 2020/2021 and 33.2% in 2021/2022.

Outcomes:

- Punctuality and attendance figures for targeted group will improve by June 2023:
- Number of targeted pupils with 10 or more late-comings over the course of the session will decrease by at least 5 children.
- Number of targeted pupils with attendance of less than 90% will decrease by at least 5 children.
- Cost of the School Day for school activities will reduced to £0 for all our FME children

Measures:

- Punctuality and attendance figures for targeted pupils will be monitored fortnightly
- School activities for every class will be monitored monthly

Progress and Impact

Health and Wellbeing

What did we achieve?

- We applied to participate in the Nurturing Schools Award. This was seen as a way of giving us formal recognition for all the high quality work that we do support children, staff and parents across the school. We are currently in the final stages of applying for this Award.

“The NSA training gave us the tools to highlight our areas of strength and development within Nurture.” (Support Assistant)

“The quality of our Nurture provision and the nurturing ethos that exists within the school was also praised by HMIE during our inspection in February 2023. This ensures that children feel well supported and cared for by staff at all levels.” (Head Teacher)

- We established a Nurturing Schools working party. This allowed staff from across different stages of the school to take on a leadership responsibility linked to school improvement.

“The staff chose to join this working party and were keen to develop nurture across the school. We were able to audit our own practice to see where we were at the start and created a development plan for going forward. Each member of the working party took on the lead for an area of the action plan.” (Principal Teacher)

- Staff at all levels across the school engaged in CPD training organised by Barnardo’s. This allowed them to reflect on their own wellbeing, the wellbeing of others and how they could support one another when times are challenging.

“Our workshops with Barnardo’s have allowed staff the opportunity to discuss personal wellbeing and become more aware of others’ feelings. Listening to feedback from staff, we then created a staff Wellbeing Wall with the hope of boosting staff morale and creating a positive working environment.” (HWB Co-ordinator)

- We created a Wellbeing Wall in our staffroom. This contains wellbeing ideas for staff to try, staff shout outs, information on key dates (such as staff birthdays, special events and nights out) and special treats to acts as a ‘pick me up’. As a result, staff feel more valued and supported by their colleagues.

“Staff have accessed the ‘Pick Me Up’ section when they felt they have needed it. It has also become a conversation point in the staffroom. All staff have access to information on different social events that are happening, which has built more of a community ethos.” (Principal Teacher)

- We organised some 'Wellbeing Wednesdays' and 'Feel Good Fridays'. These were effective in promoting positive mental wellbeing amongst staff.

"These events were positive in boosting staff morale and ensured that they felt valued." (Head Teacher)

"Staff have commented that the things provided on these days boosted their mood. Children have enjoyed trying a variety of activities linked to wellbeing on these days and their understanding of the breadth of Health and Wellbeing has increased. Staff and children commented so positively that the Nurture Working Party are now planning another whole day 'Wellbeing' event." (HWB Co-ordinator)

- We revised SLC's Attachment Strategy and the 6 Principles of Nurture with all staff. This ensured increased consistency in approach and encouraged the formation of positive attachments between children and staff across the school.

"This was beneficial for the large number of new staff that were starting with us in August. It ensured consistency in approach. The Nurture leaflet that went out to parents via social media allowed further consistency in the use of language at home and in school." (Principal Teacher)

- We offered a wide range of extra-curricular clubs for children across all stages, all of which were completely free for everyone. These helped to boost pupil confidence and self-esteem, as well as helped to alleviate costs for families.

"Children are consulted on clubs they want to attend and we strive to provide a club for all children. Every stage in the school has been offered one or more clubs this session (2022/2023)." (Equity Lead)

"I went to the Dance club. It was fun, energetic and I got better at dancing." (P2 child)

- We introduced a social skills group for identified children. This was effective in promoting turn-taking and the need to consider others when working as part of a group.

"It worked well because the children were in small groups. Most of the pupils had difficulty with their concentration so having a smaller group was much better. Children developed skills in taking turns, manners, making friends, showing respect and sharing." (YFCL Officer)

"It helped improve my confidence and made me feel better about myself." (P3 child)

- In response to questionnaires, our YFCL Officer organised and delivered a number of workshops for parents/carers, including Supporting Children's Behaviour and the innovative Steps to Excellence Programme. Parents/carers who attended felt that these courses had an extremely positive impact on their own mental wellbeing. It also encouraged a sense of camaraderie and support for one another.

"The group were open to learning and got on well together. They were able to be honest about parenting issues." (YFCL Officer)

"Caroline was great at doing the course and explaining everything." (parent)

"I learned about the 3 different types of children's behaviour, coping mechanisms and that you have to stay calm." (parent)

"I enjoyed listening to Caroline giving good advice, and knowing that you are not alone." (parent)

- We introduced 'Big Chef, Little Chef', a joint parent/child cookery club for our P4 to P6 children. As well as increasing opportunities for family learning, these allowed parents/carers to see how they could prepare healthy food on a limited budget.

"This helped to promote positive relationships within families, encouraged child-led learning and supported the national cost-of-living crisis as it let parents see how it is possible to cook good, nutritious food on a limited budget." Head Teacher)

"Learners improved in confidence and self-esteem and gained a positive experience. It was a good example of partnership working and a great educational, practical skills cooking programme." (YFCL Officer)

"I enjoyed cooking and learning new things." (P5 child)

"I learned how to measure ingredients better." (parent)

- We introduced drop-in sessions for our parents/carers so that they could seek advice from our YFCL Officer. These allowed parents/carers to find out more about different resources that they could access to support both themselves and their families.

"Drop-in sessions were developed so that parents could talk to each other, build relationships with myself and feel supported by the school. All parents enjoyed the sessions and meeting other people." (YFCL Officer)

"I made friends and felt supported." (parent)

"It was a great time to get to know people." (parent)

- Parents/carers were invited to work alongside their child as part of our Literacy and Numeracy Open Afternoons. These were successful in allowing parents/carers to see what and how the children were learning in class so that they can now potentially then offer increased support at home.

"I really enjoyed seeing how they learn in class. It helps me with homework. (parent)

"It was great to see what the kids do in class and what they are capable of doing as they don't say much when asked what they have done at school." (parent)

"I really enjoyed visiting all of the children so engaged in their learning. The tour guides were fantastic! (SLC Development Officer)

- All classes organised a showcase event for their parents/carers. These allowed the children to share their learning and helped to increase their presentation skills, as well as boost their confidence and self-esteem.

"Fabulous showcase. All the hard work paid off. So much enjoyed it." (parent)

"Fabulous show. All the children were a credit to the school. I'm very knowledgeable about Scotland and its culture now!" (parent)

- In consultation with all stakeholders, we reviewed our school's vision, values and aims, as well as introduced a new school motto. This ensures that everyone is clear about what we are trying to achieve as a school.

"This means that everyone associated with our school knows what we are all aiming to achieve every day at DLMPs." (Head Teacher)

- Unfortunately, we did not have the opportunity to update our Promoting Positive Relationships Policy as we had to delay the review of our school's vision, values and aims. As a result, this will be carried over to the start of the new session.
- Unfortunately, we have not managed to create a Nurture Policy this session. This will now be carried over to the start of new session.

What difference did we see?

- Attachment-informed practice and the 6 Principles of Nurture are clearly evident throughout the school.
- 58.0% of children attended at least one extra-curricular club over the course of the session compared to 63.3% in 2021/2022.
- Over 79% of families engaged in at least one planned family learning experience.

- Most staff will report that they have a more positive sense of mental wellbeing. Feedback from our work with Barnardo's showed that overall, the whole staff team feel more confident about creating a positive culture after their sessions, and the average score out of 10 for taking forward what they have learned was 7.56.

Equity

What did we achieve?

- Attendance and punctuality figures were monitored regularly with any patterns of non-attendance/lateness identified and support to help improve this offered via YFCL Officer. This helped to improve the attendance and punctuality for some children.

"Monitoring attendance and punctuality has helped us target specific families and offer advice and assistance for a variety of things. This has increased the attendance and punctuality of some children." (Depute Head Teacher)

- We created a whole school calendar showing when each class would be involved in an activity that could potentially cost money. This has helped to reduce the cost of living crisis since it has ensured that we were spreading the cost of activities across the session, particularly for families that have more than one child in the school.

"As a result of this, we were able to spread events over the course of the year, thereby reducing any financial burden on parents/carers. We also used our PEF money to fund all school excursions and activities for all our FME children." (Head Teacher)

- We provided home learning packs for all our children. This ensured that all children had access to any resources that they needed, thereby eliminating the cost for all families.

"The home learning packs gave all children the resources required to complete all homework tasks. Additional resources are available in our school foyer (at set times) for those who need them. This means that everyone has access anything that they need." (Depute Head Teacher)

"Home learning packs have encouraged children to engage with their homework and, more specifically, learn their spelling rules." (P2 teacher)

- Unfortunately, we have still to create a Cost of the School Day Policy since we are awaiting further guidance on this from our local authority.

What difference did we see?

- 39.0% of targeted children (41 out of 105) in P1-P7 had 10 or more late-comings over the course of the session 2022/2023. This is a 16.3% increase from 2021/2022.
- 24.7% of targeted children (26 out of 105) in P1-7 had an attendance rate of less than 90% during 2022/2023. This was 4 children less than in 2021/2022 and a decrease of 2.6%.
- The cost of the school day for all school activities has been reduced to £0 for all our FME children.

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

- Create a revised Promoting Relationships Policy.
- Create a Nurture Policy.
- Continue to improve attendance and punctuality across the whole school.
- Create a Cost of the School Day Policy and continue to reduce financial burdens on all families.

School priority 4 (Nursery): Planning for Equity	
<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Assessment of children's progress • Curriculum and Assessment • School improvement • Performance information <p><u>Scottish Equity Fund Core Measures/Stretch Aims</u> Health and Wellbeing measure (attendance)</p> <p>Local measure: Cost of the School Day</p>	<p><u>HGIOS?4 QIs</u></p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
<p>Strategy</p> <p>What did we set out to do?</p> <p><u>Planning for Equity</u></p> <ul style="list-style-type: none"> • Of our 22 Nursery children, 3 (13.6%) live in SIMD 1 or 2. We are also aware that 4 of them (18.2%) have older siblings who currently qualify for a school meal. • The cost of living is increasing for all families. <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • By June 2023, all children will have the necessary equipment to enable them to develop aspects of Literacy, Numeracy and Health and Wellbeing at home. • By June 2023, all children will have an SLC library membership. • Cost of the Nursery Day will be reduced to £0 for all nursery children. <p><u>Measures:</u></p> <ul style="list-style-type: none"> • Surveys and questionnaires from parents • Membership applications will be monitored termly • Planned nursery activities will be monitored monthly <p>Progress and Impact</p> <p><u>Planning for Equity</u></p> <p>What did we achieve?</p> <ul style="list-style-type: none"> • We introduced a nursery 'Rake and Take' rail. This gives all families the opportunity to take anything that they think might benefit their child. <p><i>"This has been particularly successful for the recycling of nursery jumpers. This helps to promote sustainability, as well as helps to reduce the financial strain for all families." (Excellence and Equity Lead)</i></p>	

- We reintroduced the nursery lending library. This promotes reading for pleasure as it allows all families to borrow books without having to make their way to Blantyre Library which is a considerable distance away from where most of them live. Children are now being encouraged to write their own books, which has generated great enthusiasm for all, with the children now reading their own stories to one another.

“This has been very popular for all our children and has had a positive impact on literacy skills in the Nursery.” (Early Years Worker)

“I like to make my own stories. I want to make my own title for my new book and tell it to you and all my family.” (Nursery child)

Mrs Dyer gives us a book. I like it because Mummy reads it. She reads it in the living room.” (Nursery child)

- We created a cost-free Nursery calendar, identifying where we families could go on trips, and attend events/learning experiences that are free of charge. This has been effective in helping to reduce financial restraints on families.

“All families have received information on free activities on offer over the Summer, as well as information on ACE memberships and Kids Pass. This information was also shared via an informal Tea and Bletcher between staff and parents and is on display in the Nursery foyer for all to see during drop-off and pick-up.” (Early Years Worker)

- Parents have been regularly signposted to financial supports. This was done at P1 Inductions, at Parents’ Evenings, and also included in our monthly newsletters. This ensures that parents are aware of the different services on offer.

“All parents are aware of our open-door policy and are given the privacy to discuss any concerns knowing that they will have the full support from Early Years staff.” (Early Years Team Leader)

- With the help of our Excellence and Equity Lead, we have established Numeracy bags to support children at home.

“All children who have received a bag have engaged in activities and parents have recorded this on the child’s Learning Journals. Photographs and evidence are displayed in the Nursery foyer for parents and children to discuss.” (Nursery Team Leader)

- Blantyre Library staff visited the nursery to encourage all children to sign up for a membership. They have also supported us with the delivery of Bookbug sessions.

“This has encouraged greater community links and has encouraged some children to visit the local library on a regular basis.” (Early Years Worker)

“I drew Supertato storybook and met new characters. I sang Bookbug songs.” (Nursery child)

What difference did we see?

- All children have the necessary been given a Numeracy home learning bag to help them develop Numeracy at home.
- All children received an SLC library membership application. As this was a parental initiative, the Nursery have been unable to gather data on confirmed memberships.
- Cost of the Nursery Day has been reduced to £0 for all children.

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

- Develop Nursery home learning bags to include resources to support the development of Literacy.