



PROGRESS AND IMPACT

Working together striving for excellence



1 IMPROVING ATTAINMENT IN WRITING

WHAT WE DID

- ✓ Focus changed from pedagogy to using data to raise attainment
- ✓ Staff trained on the BGE tool with Martina Hendry
- ✓ Attainment summaries shared each planning block to identify gaps and next steps
- ✓ Staff working with QLO and DHT to analyse data and plan targeted interventions
- ✓ Additionality used to support teaching input in P1, P4 and P7
- ✓ Data focussed attainment meetings throughout the year



WHAT WE HAVE SEEN

- ✓ Staff are confident using data to inform teaching and next steps
 - ✓ Forward planning guided by SLC Progression Planners
 - ✓ Clear progression pathways support continuity and challenge for all learners
 - ✓ Jotter monitoring shows effective differentiation
 - ✓ Pupil learning conversations help children understand their learning and set targets
- ★ Reading in P4 has increased significantly from 39% to 76%

NEXT STEPS

- ✓ Embed regular tracking and moderation to ensure interventions have impact
- ✓ Develop pupils' ownership through learning conversations, clear success criteria and target setting
- ✓ Continue to refine use of data to close gaps in attainment, especially in writing



THE IMPACT

- ✓ Staff use data confidently to plan and support progress
- ✓ Interventions are targeted and effective
- ✓ Children are more engaged in their learning and understand next steps
- ✓ Overall improvement in literacy attainment



2 IMPROVING ATTENDANCE

WHAT WE DID

- ✓ Attendance tool populated and data analysed
- ✓ Group 1 identified (90% or over)
Group 2 identified (85% or over)
- ✓ Parents invited to supportive meeting with Miss Anderson
- ✓ New paperwork implemented to flag up any attendance concerns as soon as possible



OUR ATTENDANCE



Whole school attendance is 91.8%

This is 1.2% below our target of 93%

EVALUATIONS

- ✓ 3 out of 4 pupils in Group 1 achieved the target of 92% or over
- ✓ 4 out of 5 pupils in Group 2 achieved the target of 85% or over



KEY IMPACTS ★

- ✓ Attendance improved for most targeted pupils
- ✓ Many pupils now above their target attendance levels
- ✓ Support and monitoring have had a positive impact on attendance
- ✓ Continued focus needed for some pupils in Group 2 to reach 90%

NEXT STEPS

- ✓ Continue targeted attendance support
- ✓ Monitor attendance trends regularly
- ✓ Work in partnership with families
- ✓ Early identification and intervention to support improved attendance



3 PEF: SUPPORT STAFF FOR ATTAINMENT AND NURTURE

WHAT WE DID

- ✓ Support staff and PT worked closely with targeted children, especially in Primary 1
- ✓ Boxall Profiles used to identify children needing support with attention, engagement and emotional security
- ✓ Targeted interventions delivered to develop confidence, wellbeing and learning



WHAT WE HAVE SEEN

- ✓ Improved attendance and engagement in the classroom
- ✓ Children access learning more consistently
- ✓ Children participate more positively in activities
- ✓ Increased confidence, focus and readiness to learn



Building confidence and success every day!

THE IMPACT

- ✓ Nurturing support has removed barriers to learning
- ✓ Children are more engaged and feel more secure
- ✓ Interventions have had a positive impact on attainment across all areas



NEXT STEPS

- ✓ Continue targeted nurture and attainment support
- ✓ Monitor wellbeing using Boxall Profiles
- ✓ Work with families to support learning and wellbeing
- ✓ Ensure interventions are tracked and evaluated regularly



TOGETHER WE CAN HELP EVERY CHILD BE:

 **SUCCESSFUL**

 **CONFIDENT**

 **RESPONSIBLE**

 **INCLUDED**