



Mossneuk Primary School and Nursery Class Standards and Quality Report 2022-2023



Mossneuk Primary School and Nursery Class
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Mossneuk Primary School and Nursery Class

Standards and Quality Report 2022-2023

Review of progress for session August 2022- June 2023

Context of the school:

Mossneuk Primary School and Nursery Class is a non-denominational school situated within the Mossneuk area of East Kilbride. The local area is a predominantly privately-owned housing and access to transport and facilities are very good. The new school building was opened in 2013 and provides an excellent, modern environment in which our children can learn and achieve.

The current school roll is 514 pupils over 18 classes. We also have a Nursery Class for 3-5 year olds which caters for approximately 50 children. 0.8% of our current pupils live in SIMD 1-2, 4.5% live in SIMD 3-4, 5.9% live in SIMD 5-6, 18% live in SIMD 7-8 and 70.9% live in SIMD 9-10. 4.2% of our pupils are in receipt of a free school meal, which is well below the National and SLC average. Our attendance levels are also consistently above the National and SLC average. Levels of attainment in Literacy and Numeracy are also above the National and SLC average, however, we strive to not only maintain but build on this success and raise attainment further.

Our school is part of the Duncanrig Learning Community and, as such, we have strong links with the Secondary and all other Primary Schools in the area. Transition links are strong between ourselves and Duncanrig Secondary School. The schools in the Learning Community work well together and in session 2022-2023, all schools worked together to take forward the priorities in the Learning Community Improvement Plan, with a particular focus on raising attainment in Writing.

With LEARNING at the heart of everything we do, our values of TRUST, RESPECT, KINDNESS, TEAMWORK and FRIENDSHIP help to build the very positive and welcoming ethos within our school. During Session 2022-2023, as part of the development of our Curriculum Rationale, a stakeholder consultation took place and new, refreshed values will be launched in August 2023. Our VISION, "Growing to Learn, Learning to Grow", is embedded in all areas of school life and our AIMS ensure that we are considering the learning, health and wellbeing and future ambitions of all our children.

Our Senior Leadership Team consists of a Head Teacher, 2 Depute Head Teachers, 2 Principal Teachers and a Nursery Team Leader.

The appointment of a permanent Head Teacher in April 2021 has brought stability and continuity to the senior leadership team and the school. In addition, the whole staff team itself has remained relatively stable during this time with many having worked in Mossneuk for a number of years.

We value the opinions of our children and opportunities for pupil leadership at all stages will be further developed to ensure these have a positive impact on school improvement and the wider community.

We benefit from a highly supportive Parent Council and our very active Parent Teachers' Association has raised a substantial amount of money to support learning and teaching through a wide range of fundraising activities.



School priority 1: Continue to refresh and revise our Literacy curriculum, increasing attainment in Reading and Writing from Early Years to Primary 7

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Performance information

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

Strategy

What did we set out to do?

Following self evaluation and analysis of data over time, the Literacy curriculum will be revised to raise attainment.

- ✓ Combined levels of attainment in Reading and Writing will have increased by at least 5%
- ✓ Combined levels of attainment in Talking and Listening will have been maintained
- ✓ Reading Skills Pathway ensures progression of key skills
- ✓ Literacy assessment framework in place
- ✓ Reading Schools accreditation will have been achieved – Core

Progress and Impact

What difference did we see? What did we achieve?

- ✓ Combined levels of attainment in Reading increased by 3% during Session 2022-2023.
- ✓ Although our Reading attainment is above the SLC and National average there is still scope for improvement to build on the strong attainment in P1 and ensure this continues as children work towards First and Second Levels. A sharper focus on moderation to ensure a shared understanding of achievement of a level will continue next session with a particular focus at P3, P4 and P6.
- ✓ Combined levels of attainment in Writing increased by 10% during Session 2022-2023.
- ✓ Approaches to planning Writing introduced in session 2012-2022 continued in all stages ensuring pupils benefited from developing writing skills across a variety of genre. More consistent use of the Writing Criterion ensured a shared understanding of achievement of a level and increased staff confidence in their professional judgments.
- ✓ Moderation activity at Learning Community Level had a significant impact on staff's understanding of achievement of a level and increased staff confidence in their professional judgments activity. A continued focus on moderation at school and Learning Community Level will continue next session with a particular focus at P4.
- ✓ Combined levels of attainment in Listening and Talking and increased by 5% since Session 2021-2022.
- ✓ Key reading skills are developed through a consistent approach which ensures progression across all stages.
- ✓ A Literacy Assessment Framework has been developed and will be adopted during Session 2023-2024.
- ✓ Most staff continue to demonstrate increased confidence when analysing attainment data and are able to use this information to support learning and teaching strategies which lead to raised attainment.
- ✓ Reading Schools accreditation will be achieved early in Session 2023-2024. The Reading Pupil Leadership Groups familiarised themselves with the Reading Schools website and identified areas for further improvement. In particular, there was a focus on building a visible reading culture in our school environment which included decluttering the junior library, organising books into fiction and non-fiction sections and ensuring it was a relaxing place to go to and read.
- ✓ Paired Reading was re-introduced for P1 and 2 pupils with P6 reading buddies.
- ✓ The Reading Pupil Leadership groups were also active participants in the planning and organisation of whole school events for Book Week Scotland and World Book Day 2023. P1 and P3 Reading Clubs were introduced this session.
- ✓ Links were re-established with the local librarian, who attended school assemblies to promote reading across the whole school, including the nursery class. Plans are in place for this link to continue next session.

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

- ✓ Continue to build staff confidence when analysing attainment data to support learning and teaching strategies which lead to raised attainment through involvement in the **Improving our Schools** programme.
- ✓ Combined levels of attainment in Reading will have increased by at least 3%.
- ✓ All staff continue to engage in moderation activities within the establishment and across the Learning Community to further increase their confidence in making robust, consistent professional judgements of the achievement of a level, with a focus on Literacy.
School focus: Reading
Learning Community focus: Writing.
- ✓ Continue to develop our reading culture and promote reading for enjoyment through Reading Schools accreditation.

School priority 2: Further develop a strategic approach to health and wellbeing to support improvements in pupils' wellbeing	
<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parent/carer involvement and engagement Assessment of children's progress	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion
Strategy What did we set out to do? Our self evaluation and Standards and Quality report identified a need to maintain a continued focus on the development of whole school wellbeing initiatives. <ul style="list-style-type: none"> ✓ The GMWB tool will track pupil wellbeing and monitor and evaluate the impact of interventions for targeted individuals and groups ✓ Strong partnerships with parents, carers and partners will ensure all stakeholders are aware of Health and Wellbeing supports, including our approaches to Nurture, Attachment and Promoting Positive Relationships and understanding Distressed Behaviour ✓ A revised Relationships and Sexual Health programme devised with stakeholder consultation will be developed for launch in Term 4 Session 2022-2023 ✓ Planning, progression, and assessment of Health and Wellbeing will be updated to reflect the above and the UNCRC. Progress and Impact What difference did we see? What did we achieve? <ul style="list-style-type: none"> ✓ Although we did not begin work to use the GMWB tool to track pupil wellbeing due to staffing issues, we have continued to track wellbeing and evaluate the impact of interventions using our existing tracking and monitoring systems. ✓ Parents and carers are aware of the nurturing approaches in place in Mossneuk and know how to access appropriate support for their child (Parental Leaflet – Term 1) ✓ We have continued to offer health and wellbeing interventions to targeted individuals and groups – Nurture sessions (21 pupils), Drawing and Talking (3 pupils) and Give us a Break which benefited three pupils in P5-7. ✓ The Neuk continues to be recognised as a safe base within the school and has a positive impact on all learners who access this support (6 children), both on a longer term or short term basis. ✓ Parents are made aware of wellbeing supports through the school newsletters and ParentMail. ✓ All staff continue to model our three school rules (Be Ready, Be Safe, Be Respectful) regularly and follow our approaches to Promoting Positive Relationships and Understanding Distressed Behaviour. ✓ A revised Relationships and Sexual Health programme is in place from P1-7 following stakeholder awareness raising and consultation and lessons took place in May/June 2023. All parents and carers received detailed information regarding the lessons and content at each Primary stage prior to delivery and knew who to contact with any queries or concerns. ✓ Work is underway to update the planning and assessment of Health and Wellbeing. This is ongoing and will continue next session. ✓ There has been a renewed focus on incorporating Rights Based learning, which reflects the UNCRC, within our Health and Wellbeing curriculum. ✓ The Rights Pupil Leadership Group have ensured that the Right of the Month shared at assemblies and discussed in classes. The Right of the month is also highlighted in school newsletters and Right of the Month display boards visible around the school. 	
Next Step(s) to inform SIP for 2023/2024:	

- ✓ Introduce the GMWB tool to track pupil wellbeing and monitor and evaluate the impact of interventions for targeted individuals and groups.
- ✓ Continue to develop Nurturing approaches across the whole school through the launch of Child Friendly Nurture principles and embed these at regular Nurture Assemblies
- ✓ Continue to offer health and wellbeing interventions to targeted individuals and groups – Nurture groups, Drawing and Talking, Give us a Break.
- ✓ Ensure parents/carers and pupils have a clear understanding of how the school supports pupils' wellbeing.
- ✓ Planning and assessment of Health and Wellbeing will be updated to reflect all approaches in place to support and promote positive health and wellbeing, including rights-based learning.
- ✓ Continue work towards GOLD Rights Respecting Schools re-accreditation, including the further development of Right of the Month, introduce Global Goal of the Month and revise and launch an updated Playground charter which reflects the refreshed school values.

Maintenance Agenda

- ✓ Continue to incorporate Emotion Works in the Health and Wellbeing curriculum.
- ✓ Continue to promote SLC policy - Positive Relationships and Understanding Distressed Behaviour/SLC Attachment Strategy
- ✓ Ensure all stakeholders are aware and continue to deliver revised RSHP programme across the school.

School priority 3: Increase opportunities for Pupil Leadership and actively promote Pupil Voice

NIF Priority (select from drop down menus)
Improvement in skills and sustained, positive school-leaver destinations for all young people
NIF Driver
Curriculum and assessment
Performance information

HGIOS?4 QIs (select from drop down menus)
1.3 Leadership of change
2.7 Partnerships
3.3 Increasing creativity and employability

Strategy

What did we set out to do?

Our self evaluation, including stakeholder consultation, identified a need to increase opportunities for Pupil Leadership at all stages and promote Pupil Voice.

- ✓ Increased opportunities for Pupil Leadership are evident across the school.
- ✓ Our Young Leaders of Learning Pupil Group make an active contribution to school improvement.
- ✓ Pupil Voice groups influence decisions about the life and work of the school.

Progress and Impact

What difference did we see? What did we achieve?

- ✓ Leadership Afternoons were introduced providing opportunities for all pupils P1-7 to be a member of one of 22 Pupil Leadership Groups led by teaching staff.
- ✓ Leadership Afternoons have actively increased pupil engagement in school improvement and promoted wider achievement and were very well received by pupils and parents,
- ✓ Pupil Leadership Groups have taken taken on various aspects of school improvement, for example, Equity, digital leaders, sports leaders, re-establishing links within the local community (Abbey Lodge Care home and Mossneuk Parish Church), Reading Schools, School Travel Plan, House system, Eco Schools Award, Fairtrade Schools Award, Charities, raising over £2000 for local and national causes, and work towards GOLD Rights Respecting Schools Re-accreditation.
- ✓ Pupils have further developed skills for learning, life and work through their involvement in these groups.
- ✓ Mossy Matters Pupil Voice groups have begun to reflect more rigorously on school improvement through the use of HGIOurS, in particular contributing to the development of our Curriculum Rationale and thinking about Our Relationships and Our School and Community.
- ✓ Pupil Leaderships Groups have influenced decisions about the life and work of our school and we plan to extend this further in Session 2023-2024.
- ✓ The Mossketeers (Pupil Council) and Young Leaders of Learning have developed their leadership skills throughout the session. Though pupil consultation they have sought to build more community links, both within the school and beyond.
- ✓ They have organised and delivered clubs for P1-3 pupils including a P1 Art Club, P1 Reading Club and a P3 Reading Club. In our work towards becoming a Reading School the group have made links with our local librarian, invited the librarian to school assemblies and will explore ideas from our YLL link school. The group have been involved in setting in-school reading challenges looking at promoting and encouraging reading.

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

- ✓ Further develop opportunities for Pupil Leadership and actively Promote Pupil Voice to increase pupil engagement in school improvement and promote wider achievement.

Maintenance Agenda

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School priority 4: Ensure inclusion, equity and equality are at the heart of what we do.

<u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Curriculum and assessment School leadership	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.5 Management of resources to promote equity 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion
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Strategy
What did we set out to do?
Our self evaluation, analysis of data, observations and levels of engagement identified a need to maintain a continued focus on interventions to reduce the poverty related attainment gap in Literacy and Numeracy, through targeted interventions. There is also a need to increase opportunities for outdoor learning through the use of Participatory Budgeting funding.

- ✓ Whole school Reading gap will have reduced by 5%
- ✓ Whole school Numeracy gap will have reduced by 3%
- ✓ Use of Participatory Budget Funding increases opportunities for outdoor learning for targeted pupils to support improvements in their emotional wellbeing, resilience, social skills, team work, ability to build positive relationships with others and play safely.
- ✓ Reviewed Cost of the School Day policy and continued focus on Cost of the School Day reduces financial strain for all families.

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

- ✓ Our data for Session 2022-2023 tells us that we are continuing to reduce the poverty related attainment gap across all areas of literacy and numeracy through the use of targeted interventions.
- ✓ The whole school Reading gap reduced by 16%.
- ✓ The whole school Numeracy gap reduced by 31%.
- ✓ We have continued to offer health and wellbeing interventions to targeted individuals and groups – Nurture sessions (21 pupils), Drawing and Talking (3 pupils) and Give us a Break which benefited three pupils in P5-7.
- ✓ Participatory Budgeting Lead Teacher established a PB group including staff, pupils and parents to allocate 10% of Pupil Equity Funding.
- ✓ Consultation took place in October 2022 and Outdoor Learning experiences and Playground equipment, resources and games were identified as a focus for spending.
- ✓ 10 pupils benefited from targeted interventions which led to improvements in their wellbeing, resilience, social skills, team work, ability to build positive relationships with others and play safely. In particular, the group developed confidence and self belief and a better understanding that to achieve something, you don't have to be the best at it.
- ✓ By providing opportunities for the children to take on a leadership role each session, they developed their communication skills and ability to work as a team. The children demonstrated a good understanding of the importance of safety and how to play safely. Observations showed a clear development in the children's support for each other through praise and encouragement. The children reported that they felt proud of what they had achieved at these sessions and that they had developed a more positive mindset when approaching new or difficult situations. Class teachers reported that children were more ready to learn in class following Outdoor Learning sessions.
- ✓ Playground resources were purchased and introduced throughout the session. From observations, it was clear that a significant number of our children across the school didn't know how to play safely with these resources and many were damaged in the initial stages. Despite this, the large block play was very well used by pupils at all stages and

provided opportunities for children to demonstrate creativity, turn taking and team work skills when playing with children from other classes and stages. The use of playground play equipment will be further developed next session by the Participatory Budgeting Lead Teacher.

- ✓ Primary 1 benefited from the purchase of indoor play resources to enhance play-based learning experiences.
- ✓ Our new Primary 1 children for August 2023 benefited from play-based learning experiences at their Transition Visits in May 2023 and observations by class teachers have been helpful in identifying next steps for children as they begin school.
- ✓ Although a Cost of the School Day policy has not been developed we have maintained a continued focus on Cost of the School day reduces financial strain for all families .
- ✓ Parents continue to be regularly sign posted to appropriate financial supports (universal and targeted).
- ✓ The cost of some school activities, including class trips and the Primary 7 residential, were reduced by targeted use of Pupil Equity Funding.
- ✓ Careful consideration is given to costs when planning events in the school calendar.
- ✓ A Preloved Reloved Christmas Jumper shop organised by the Equity Pupil Leadership Group and a pre-loved uniform shop have made a difference for some of our families in reducing the cost of purchasing these items.

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

- ✓ Reduce the poverty related attainment gap in Literacy and Numeracy through the use of targeted interventions for pupils who are not achieving expected levels of attainment, with a particular focus at P3 and P6.
- ✓ Whole school Reading gap will have reduced by 3%
- ✓ Whole school Listening and Talking gap will have reduced by 5%
- ✓ Continue to support our most vulnerable pupils using a range of interventions, including Outdoor Learning Sessions, Nurture sessions, Drawing and Talking and Advanced Drawing and Talking.
- ✓ Continue to ensure pupils benefit from playground improvements identified through stakeholder consultation - Participatory Budgeting.
- ✓ Maintain a continued focus in Cost of the School Day in session 2023-2024 and introduce a Cost of the School Day policy.

Maintenance

- ✓ Further develop play-based learning experiences in Primary 1 and 2.

School priority 5: Work collaboratively with all stakeholders to begin to develop our unique curriculum rationale.

NIF Priority (select from drop down menus)
Improvement in skills and sustained, positive school-leaver destinations for all young people
NIF Driver
School and ELC improvement
School leadership

HGIOS?4 QIs (select from drop down menus)
1.1 Self-evaluation for self-improvement
2.2 Curriculum

Strategy

What did we set out to do?

Following self evaluation, interrogation of data over time and the impact of COVID-19, our Curriculum Rationale will be revised and refresh to ensure all stakeholders have a shared understanding of the purpose and design of our curriculum.

- ✓ All stakeholders contribute to the rationale, design and development of the curriculum
- ✓ All stakeholders have a shared understand of the purpose and design of our unique curriculum

Progress and Impact

What difference did we see? What did we achieve?

- ✓ The Curriculum Rationale Improvement Group engaged in professional learning and enquiry on the development and design of Mossneuk's Curriculum Rationale, with a focus this session on refreshing the school's vision, values and aims and what makes our school unique.
- ✓ The Mossy Matters Pupil Voice Groups also explored the importance of values and made suggestions about what values they thought best reflected the school. They also discussed what makes Mossneuk special.
- ✓ HT led two Parent Council consultations in January and February 2023 where our current values were evaluated and new values explored and discussed. Parent Council members also discussed what makes Mossneuk unique and what qualities, skills and knowledge they would like their children to have developed by the end of Primary 7. They also discussed experiences they would like their children to be offered before the end of their time at primary school.
- ✓ Mossneuk's Vision ***Growing to Learn, Learning to Grow*** will remain in place along with small changes to our aims in order to ensure they remain relevant and fully reflect the revised values.
- ✓ Following the staff and Parent Council consultations, a stakeholder consultation took place in May/June 2023 to agree a revised set of values for launch in August 2023 and ensure all stakeholders understand the importance of these in underpinning everything that we do in school.
- ✓ The Curriculum Rationale Improvement group engaged with all stakeholders to begin to develop a curriculum rationale so that everyone understands what the school is trying to achieve through its curriculum.

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

- ✓ Ensure our vision, refreshed values and aims are shared with all stakeholders.
- ✓ Continue to develop our unique curriculum to reflect the 4 capacities, the four contexts for learning and the principles of curriculum design.
- ✓ Ensure all stakeholders have a shared understanding of the purpose and design of our curriculum.
- ✓ Introduce approaches to track pupil progress in Social Studies,
- ✓ Use a range of evidence to inform future planning and learning and teaching strategies to raise attainment in Social Studies.

National priority: How we are ensuring Excellence and Equity?

Strategy

- ✓ Across our current roll of 514 pupils, 0.8% of our current pupils live in SIMD 1-2, 4.5% live in SIMD 3-4, 5.9% live in SIMD 5-6, 18% live in SIMD 7-8 and 70.9% live in SIMD 9-10. 3.9% (22) of our pupils are in receipt of a free school meal, which is well below the National and SLC average.
- ✓ Levels of attainment in Literacy and Numeracy are also above the National and SLC average and our analysis of attainment data shows that we are making progress in reducing the poverty related attainment gap across all areas of Literacy and Numeracy.
- ✓ Our attendance levels are also consistently above the National and SLC average.
- ✓ Class teachers, Support Assistants and DHTs and PTs deliver targeted interventions for literacy, numeracy and health and wellbeing. These include Catch Up Literacy, 5 minute box, Maths Recovery, Nurture sessions, Outdoor Learning Sessions, Drawing and Talking and Give Us a Break.
- ✓ We track all pupils' progress and have a clear understanding our current gap. These gaps will be our focus in Session 2023-2024.

In terms of other measures of the gap:

- ✓ Through our continued focus on the Cost of the School Day, we actively seek ways to reduce the financial impact of planned school events.
- ✓ All stakeholders were consulted on the spend of our Participatory Budget and voted to improve outdoor learning experiences and purchase playground equipment, resources and games.

Progress and Impact

What difference did we see? What did we achieve?

- ✓ In order to analyse the attainment gap in Mossneuk, we have used both raw data and information gathered in school in order to identify those pupils who will benefit from targeted support using our Pupil Equity Funding. As a school, we have this information per stage and have analysed it at school level.
- ✓ Although our overall attainment in Literacy and Numeracy is good we strive to raise attainment further. Our data shows that since session 2018-2019, we have reduced the poverty related attainment gap in all areas of Literacy and in Numeracy.
- ✓ Currently, Reading and Listening and Talking show the largest gap and so we will continue with targeted interventions for pupils who are not achieving expected levels of attainment with a particular focus at P3 and P6.
- ✓ We will continue to work towards reducing the poverty related attainment gap in Numeracy during Session 2023-2024, providing targeted support where required, with a focus at P3 and P6.
- ✓ Finally, although we have seen significant improvements in reducing the poverty related gap in Writing this session, we will maintain a continued focus on raising attainment for all pupils through robust tracking and monitoring and the use of targeted interventions, where required.
- ✓ Although our attendance levels are above the National and SLC levels, there is a poverty related gap. Although this gap has reduced, we will continue to monitor the attendance of all our pupils with a sharper focus on pupils who live in SIMD 1 and 2 and/or receive Free School Meals and target intervention, as appropriate.
- ✓ We will continue to monitor the engagement of all our pupils in their learning, with a particular focus on pupils who live in SIMD 1 and 2 and/or receive Free School Meals and target intervention, as appropriate.

- ✓ The use of Participatory Budgeting ensured that targeted pupils demonstrated improvements in their wellbeing, resilience, social skills, team work, ability to build positive relationships with others and play safely.
- ✓ Playground resources were purchased and introduced throughout the session. From observations, it was clear that a significant number of our children across the school didn't know how to play safely with these resources and many were damaged in the initial stages. Despite this, the large block play was very well used by pupils at all stages and provided opportunities for children to demonstrate creativity, turn taking and team work skills when playing with children from other classes and stages. The use of playground play equipment will be further developed next session by the Participatory Budgeting Lead Teacher.
- ✓ Primary 1 benefited from the purchase of indoor play resources to enhance play-based learning experiences.
- ✓ Our new Primary 1 children for August 2023 benefited from play-based learning experiences at their Transition Visits in May 2023 and observations by class teachers have been helpful in identifying next steps for children as they begin school.

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

- ✓ Reduce the poverty related attainment gap in Literacy and Numeracy through the use of targeted interventions for pupils who are not achieving expected levels of attainment
- ✓ Whole school Reading gap will have reduced by 3%
- ✓ Whole school Listening and Talking gap will have reduced by 5%
- ✓ Continue to support our most vulnerable pupils using a range of interventions, including Outdoor Learning Sessions, Nurture sessions, Drawing and Talking and Advanced Drawing and Talking.
- ✓ Continue to monitor the attendance and engagement of all our pupils with a sharper focus on pupils who live in SIMD 1 and 2 and/or receive Free School Meals and target intervention, as appropriate.
- ✓ Maintain a continued focus in Cost of the School Day in session 2023-2024 and introduce a Cost of the School Day policy.
- ✓ Continue to ensure pupils benefit from outdoor learning experiences and playground improvements identified through stakeholder consultation and use of 10% of Pupil Equity Funding (Participatory Budgeting).