



Lundavra Primary School, Highlands Council

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Intervention

Establishment of an in-school Children's Services Worker working with children and families to enhance provision across a range of interventions.



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Context: [Lundavra Primary School](#) is a medium sized new build school with 9 classes and a 50 place Nursery in Fort William. The school serves a catchment area in the south of Fort William. The school's SIMD profile can be found on the [SIMD Map](#).

[FME](#) is 15% and 19% of the pupils are categorised as SIMD 2. Across the school, 31% are either FME or living in SIMD2. 25% of pupils have English as an additional language.

The school is in receipt of [Pupil Equity Funding](#) as part of the [Scottish Attainment Challenge](#) and is using this funding to work on establishing an in-school Children's Services worker who is developing a number of interventions to raise attainment in the target group.

Self-evaluation processes ([1](#)) indicate that within the target group of the Scottish Attainment Challenge Pupil Equity Funding there are significantly lower attendance rates, lower participation rates in school clubs and an attainment gap in numeracy, reading and writing. The group also comprises pupils with identified additional support needs and children and families within this group are often supported by other agencies.



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Data Analysis

School data ([1](#)) for attainment indicate an attainment gap between FME/SIMD 2 pupils and the wider population of the school of 9% in reading; 3% in maths; and 15% in writing.

Data analysis has led to the development of the school's PEF Action Plan ([2](#)) also summarised in a [presentation](#) delivered at the [PEF Events 2018](#).

Attendance data indicates that the group's attendance rate is 3% below the school average. 49% of the group is identified as having additional support needs compared to a school average of 33%.



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The school used the [implementation of pupil equity funding](#) to identify the gap. Starting with FME entitlement and extending this to others in school who would be considered as living in deprivation in specific geographical locations within the catchment. The school had anecdotal evidence of wider issues linked to rural poverty which extended beyond FME pupils, but was keen to investigate this to see where the data led them. The school took the view that analysing the data was part of the learning process for staff. Staff were familiar with using attainment data but it was considered important to extend this to make an explicit link with SIMD and FME data. The school also thought that it was important to look at wider data sets and not just attainment data – for example, ASN, EAL, attendance and individual learner circumstances.

All of this data was pulled together using SEEMIS matrix and trackers ([3](#) & [4](#)) were populated showing this collated data which was correlated with teachers judgments. This data set was compared against whole school data set for attainment and progress and this showed a gap between learners in the whole school data set and the focused data set. Attendance was showing a 3% gap; There was a much higher identified level of ASN and EAL needs, and a greater prevalence of individual adverse learner circumstances. Having identified the gap, it was not yet clear what the barriers were which were contributing to this. The potential barriers were discussed at collegiate sessions with staff across the school. Barriers were identified as low attendance; high levels of ASN, reading literacy - especially across EAL groups but not exclusively; and specific individual adverse learner circumstances.

The school carefully explored what it was already doing to address these issues. Using the ES interventions for equity map organisers ([7](#)) the school mapped out their current actions in greater detail both within and beyond the classroom. This process generated a better understanding of what the school was currently offering. However, the gap remained, so the next process was to consider what the school could be doing which it was not currently doing, or could be doing differently. Whole staff discussions were collated identifying a number of strands, including the key role of a number of factors related to readiness to learn.

The school felt that the cluster of contributory factors for individual learners was best responded to using a package of support interventions specifically targeted to individual pupil needs. This led to the development of a new role in the school, a Children's Services Worker ([8](#)) to synthesise and make links between some of the new approaches under consideration with already existing strategies. This is facilitating a more holistic and systemic approach across a range of interventions resulting in, for example, improvements in attendance, increased levels of parental engagement with school and early indications of improved levels of readiness to learn: This is evidenced in, for example, improved social, emotional and behavioural development profiles and increased levels of learner participation.



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Useful information

- An interactive Yammer Group event with Lundavra will take place on Glow soon: [Contact us](#) to be notified when this will take place!
- Primary Nurturing Approaches
- Nurture Approach at Lundavra ([5](#))
- Mapping of Interventions for Equity at Lundavra ([6](#) & [7](#))
- Lundavra PEF Action Plan ([2](#))
- Lundavra School [handbook](#)
- Join the [SAC Live Narrative Yammer Group](#) on Glow
- [Video clips of Lundavra's story so far](#)

References

1. [Copy of anonymised Pupil Equity Tracker June 2017](#)
2. [PEF Action Plan](#)
3. [Lundavra Pupil Tracker template](#)
4. [Lundavra Primary school intervention tracking sheet](#)
5. [What is nurture approach at Lundavra](#)
6. [Lundavra Interventions for Equity 2017](#)
7. [Blank Interventions for Equity Map](#)
8. [Children services Worker 1 Lundavra PS JD](#)