Plympton Primary School

2022 annual report to the community

Plympton Primary School Number: 346

Partnership: West Torrens

	Signature
School principal:	Mrs Meredith Starkey
Governing council chair:	Rachel Pridmore
Date of endorsement:	3 February 2023

Government
of South Australia

Department for Education

Context and highlights

This was our first year of being a Reception to Year 6 school. The Year 6 students rose up to take on the many leadership roles and opportunities at our school. We are a Category 5 site with 328 enrolments. Our community has continued being harmonious, diverse and very multicultural with 42 nationalities and 18 different home languages. With the easing of COVID-19 restrictions, we had had families arriving again from overseas and many of our exiting families taking extended holidays both in Australia and large numbers going overseas to visit families.

Throughout 2022 teachers worked on challenges of practice in the areas of writing and reading. It was a very unusual start to the school year with only Reception and Year 1 students along with a few other year level students on site. Year 2 – 6 students participated in home learning for two weeks. We have all improved in our delivery and confidence in developing and using online learning.

First Language Maintenance Development (FLMD) programs strengthen the home languages of Hindi, Chinese, Nepali and Urdu students. We introduced Urdu FLMD this year. Reception students enrolled from 11 preschools and childcare centres and the Year 6 students have enrolled at 10 different secondary schools.

The school also promoted and celebrated our success through involvement with the annual Premier's Reading Challenge, Write a book in a day, Sporting Schools events and ICAS competitions.

Plympton Primary School prides itself with a commitment to community events and activities throughout the year, however with COIVID-19 restrictions, community involvement was again reduced for much of the earlier part of the year. Students were involved in Harmony Day, Sports Day, RUOK Day and Adelaide 36ers visit. We have continued to offer a broad range of extracurricular programs to students, including instrumental music instruction, Festival of Music Choir, Footsteps dance, FYI Education teaching safety including cyber safety, Kids Biz for Y4-6 students, soccer and art clubs. School basketball and netball was introduced with 5 teams competing weekly over two terms. We were grateful for parent coaching and support with these teams.

We introduced Science Week this year and continued celebrating Book Week with an online author presentation, dress up day and other activities. Classes participated in a number of excursions including local walks, visits to Weigall Oval, Beach Volleyball, SA Water, Plympton Historical Association, Science Alive, Hahndorf Farm Barn, Gorge Wildlife Park, Year 6 Aquatics Camp, the movies and Inflatable World.

The PE program included specialist coaching in gymnastics for 4 weeks for all children, and different year levels had coaching in baseball, Auskick, cricket and softball. The students participated in the Crows Cup, Beach Volleyball and baseball competitions. We were very pleased to win the Airport District Athletics carnival. From this we had 3 students representing at state level and 1 at national level.

We offered 3 parent workshops including cyber safety, reading and mathematics learning. It was very pleasing that we could utilise volunteers increasingly in a range of programs as the year progressed.

The students very much enjoyed the 2 new playgrounds.

Two highlights of the year were the Year 6 Graduation Ceremony and the Celebration Concert. The Celebration Concert had been unable to occur for the last few years. Both of these events were very well attended by families.

It is very pleasing to note the significant improvement overall in students' emotional wellbeing and connectedness to Plympton Primary School as indicated by the 2022 Student Wellbeing and Engagement survey. Results are discussed further below.

We provided opportunities for student agency and leadership including SRC representatives, library monitors, peer mediators and house leaders.

Governing council report

The year of 2022 was a year of challenges and many positive achievements for Plympton Primary School. COVID-19 again impacted on our school, with most children working at home for the first two weeks of the year.

While COVID-19 restrictions meant that Governing Council and other Advisory Committees met online for a period, we were thankful when we were allowed to meet face to face again. The OSHC, Finance and Grounds Facilities Advisory Committees worked hard throughout the year as did the Sports and Events Committees.

OSHC had a difficult year coming back from lower numbers in 2020 due to COVID-19. We gradually increased the numbers and would like to see them continue to improve. Unfortunately, we had a couple of changes to the director's position in 2021 due to varying circumstances and are hoping that in 2022 we will be able to have increased stability. We are in a much better financial position at OSHC than at the end of 2020.

The Events Committee was able to recommence as we were allowed parents back into the school. Our largest event was a Cookie Dough fundraiser in Term 3. We successfully raised money and contributed to financing a sail to provide protection to children whilst on the new playground.

Thank you to the PPS staff and Leadership Team for their support of the Governing Council and Advisory Committees. Without this support we would not have reached our goals. We had input each Governing Council meeting on the progress against the Site Improvement Plan. Thank you to the Governing Council Members who worked hard during some difficult times to achieve our goals and support PPS. We look forward to continuing our work in 2023 and supporting PPS to be the great school it is.

Quality improvement planning

This year has begun a new three cycle of improvement with a focus on writing and mathematics. The 2022 goals documented in the Site Improvement Plan (SIP) were:
1. Improve the achievement in writing for all students.
2. Improve the achievement in mathematics for all students.
Our SIP targets were aspirational and achievable over the 3 years in line with reaching a world leading trajectory of education by achieving targets of 90% of students in Year 3 and Year 5 meeting Student Expected Achievement (SEA) and 40% of students achieving in the Higher Bands in NAPLAN writing and numeracy.
In Writing for 2022 the targets were:
Year 3 NAPLAN 90% (38/42) (43/47 91% achieved) SEA and 50% High Bands (21/42) (24/47 50% achieved)
Year 5 NAPLAN 85% (47/55) (48/54 89% achieved) SEA and 30% (16/54 30% achieved) High Bands (17/55)
In mathematics for 2022 the targets were:
Year 3 NAPLAN 85% (36/42) SEA (37/47 (79%) not achieved) and 40% High Bands (17/42) (19/47(40%) achieved)
Year 5 NAPLAN 85% SEA (47/55) (44/54 (81%) not achieved) and 40% High Bands (22/55) (19/54 (35%) not achieved)
Please refer to NAPLAN analysis in this document for more information.
The main achievements in working towards these goals this year included:
• Brightpath writing assessments using narrative and persuasive genres for Year 1-6 and recount genres for Receptions have occurred twice both in Terms 1 and Term 4. Professional development occurred throughout the year. Teachers used the assessments as a guide to next steps for teaching of these genres. We are improving with our skills in collaboratively moderating assessment of students' writing samples.
• Students improved in their Brightpath scores over the year.
• Continued collaborative planning, assessment and moderation in year level teams using Department for Education English and mathematics units of work Year 3-6.
• Some Junior Primary teachers began using mathematics units of work and daily chat from Term 4.
• EALD teachers co-delivered and implemented EALD pedagogy using a spelling and writing program for Year 3 students four times a week. EALD teachers supported the learning needs of students R-6.
• EALD teachers provided training and support with LEAP training. The trainings occurred over Pupil Free Days and staff meetings to complete the 6 modules. Next year, teachers will use this new learning in assessing students.
• Focus occurred on developing Bump it up walls, especially in junior primary classrooms. This work will continue to 2023 across all classes.
• Year 3-6 focused on the use of mentor texts. This work will continue in 2023.
• Reception and Year 1 teachers and principal completed Orbis mathematics training. This gave these staff a chance to refine existing pedagogies, as well as to develop new ones. In 2023 another 4 staff will be attending R-2 or 3-6 mathematics intensive training courses.
• Whole staff mathematics training focused on Dr Paul Swan's assessments, lessons and teacher workshops.
• While Learning Walks and Talks continued as a monitoring tool, staff absences restricted the planned continuity. The Learning Walks and Talks conducted were useful and feedback was provided to staff.
• Development of task design through transforming tasks workshops that developrd tasks that cater for all learners. Collaborative moderation of assessment tasks occurred.
• Continued development of consistency of learning intentions and success criteria.
• Shorter timed student goals were introduced and this will be further developed in 2023.
• A focus of teachers and students using consistent mathematical vocabulary R-6.
Staff and Governing Council have been involved in regular reviews against the SIP throughout 2022. Students led by House Leaders were involved in SIP understanding and evaluation in Term 1 and Term 4. Pupil Free Day in Term 4 had sessions on reviewing the 2022 SIP and planning for 2023 SIP. Leaders and staff have worked with and highly valued the work of Leaders Executive Team (LET) in supporting our improvement work during 2022. Our SIP writing and mathematics goals for 2023 have become narrower in the challenge of practices, student success criteria and the actions. While reading has been removed from our current SIP, we continued to closely monitor students' screeners, progress monitoring and cumulative reviews using Foundation, Year 1 and Year 2 InitiaLit assessments. 2022 was the second year using the systematic, synthetic phonics InitiaLit program. Identified students in Year 1 and Year 2 accessed the MiniLit Sage intervention program. We closely tracked our Year 1 students using the Year 1 Screener to identify children requiring support. We assessed 2022 Reception students at the end of Term 4 using this screener and compared results to Foundation InitiaLit cumulative reviews to enable earlier identification from the start of 2023. We also reassessed Year 1 children not meeting SEA again at the end of the year.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
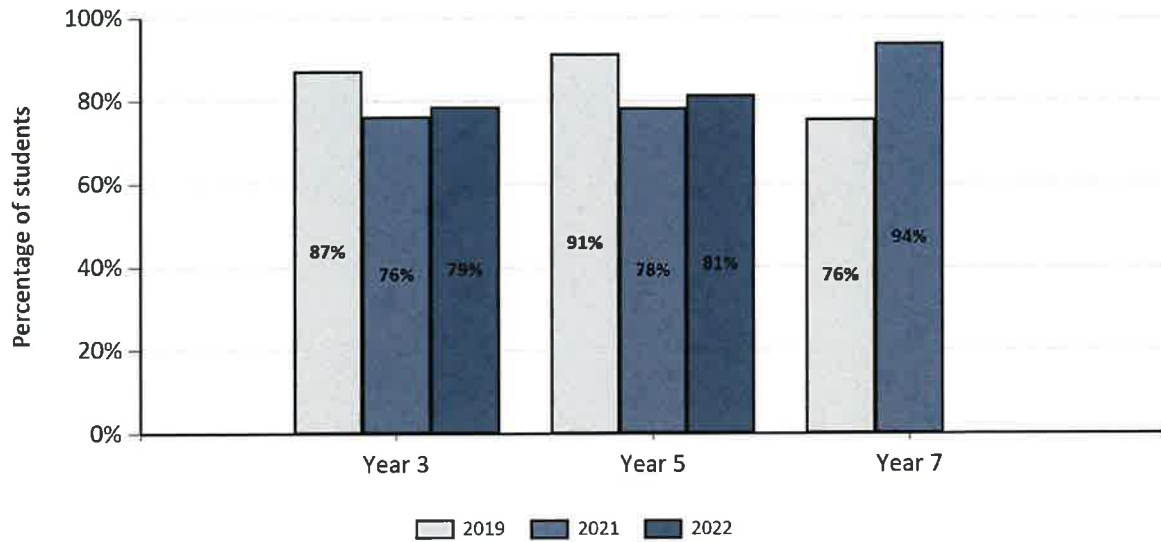
Reading
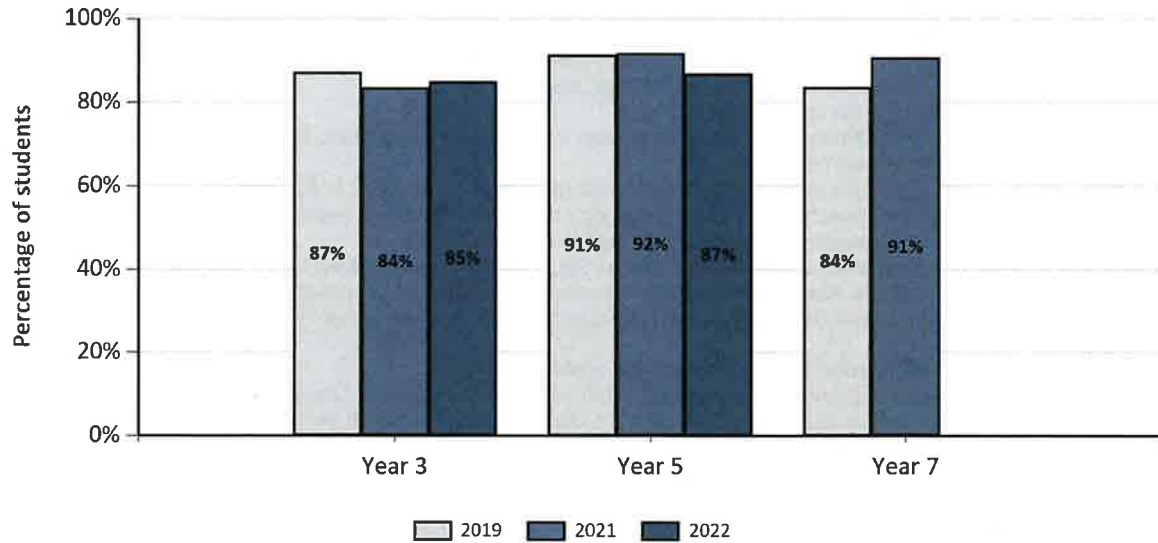
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Bar chart titled "Numeracy" showing Percentage of students (y-axis, 0% to 100%) by year level (Year 3, Year 5, Year 7) for 2019, 2021, and 2022:

- Year 3: 2019 = 87%, 2021 = 76%, 2022 = 79%
- Year 5: 2019 = 91%, 2021 = 78%, 2022 = 81%
- Year 7: 2019 = 76%, 2022 = 94%

Legend: 2019, 2021, 2022

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	47	47	25	19	53%	40%
Year 03 2021-2022 Average	51.0	51.0	25.5	17.5	50%	34%
Year 05 2022	54	54	21	19	39%	35%
Year 05 2021-2022 Average	45.5	45.5	17.0	14.5	37%	32%
Year 07 2021-2022 Average	33.0	33.0	17.0	15.0	52%	45%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
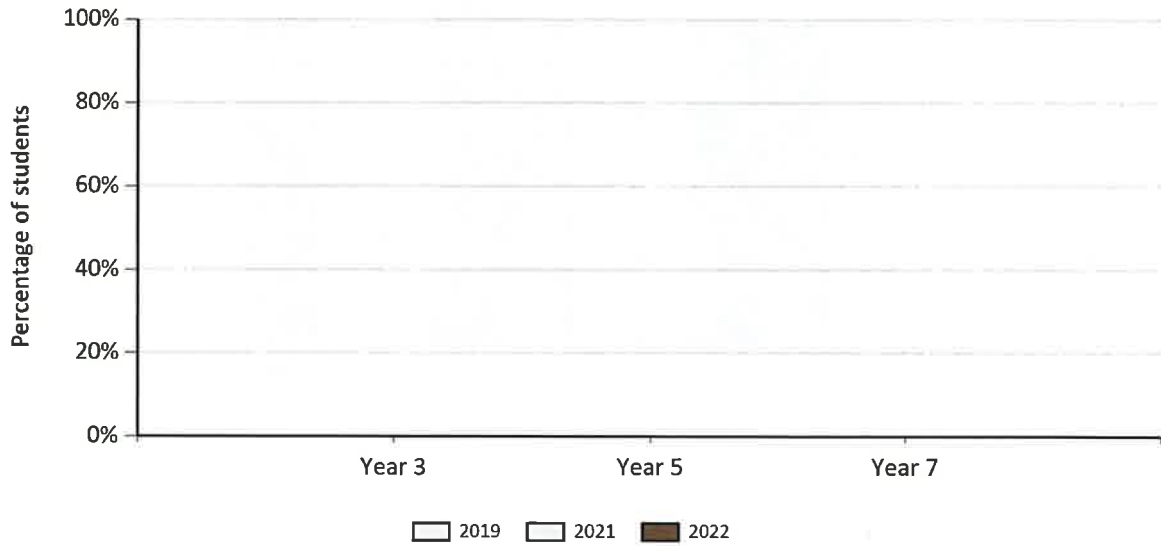Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
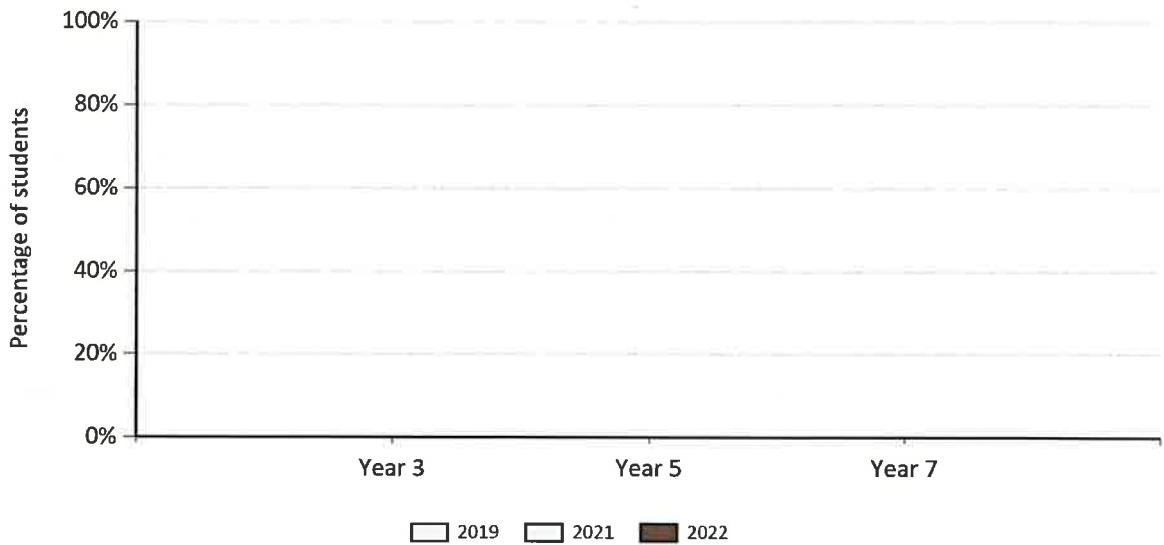Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

We had an ACEO for a short period of time and we were expecting him to return from Term 4. His role included linking with families to discuss individual students' progress.
Staff closely monitored and tracked each Aboriginal student.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Students were tracked and monitored using a range of data sets in reading, writing, spelling and mathematics.
The data collected showed significant improvements in a range of data sets for individuals, including PAT Maths and PAT Reading, with all students demonstrating expected growth in at least one of these areas, if not both.

School performance comment

Our school is proud of the high academic standards and is recognised for the excellent quality of teacher practice to achieve this standard. This achievement is a result of the high quality pedagogy promoting differentiation and student centred task-design.

Throughout 2022, teachers' development using systematic synthetic phonics teaching, EALD pedagogy, mathematical teaching practice, along with task design has continued. The school also promotes and celebrates our success in Premier's Reading Challenge, ICAS competitions and Write a Book in a Day, where a number of students are recognised for excellence.

2022 NAPLAN Data demonstrated a minor decrease in results compared to the previous 3 years. Across the school, 86% of students in Years 3 and 5 met the Standard of Education Achievement (SEA) in reading, with 46% of these students achieving results in the higher bands. In numeracy, 80% of these students reached the SEA, with 37.5% of these students reaching the higher bands. Of particular note, in these results were the Year 5 students, who achieved 35% in the higher bands in numeracy, significant increase on their previous results over the previous 5 years. In the improvement area of writing, 90% of year 3 and 5 students reached the SEA, with 40% reaching the higher bands. In Year 3, 51% of students reached the higher bands, whilst in year 5 the 30% of students reaching higher bands is the highest result since 2011.

The 2022 Phonics Screening Check showed a decrease against 2021 results. 70% of Year 1 students reached the SEA benchmark of 28 or above, a decrease of 19% on the 2021 result of 89% reaching the SEA. Running records were not taken, however fluency data was taken to help identify students who may be at risk of falling behind. This showed a strong correlation to the Phonics Screening Check, meaning these results can be investigated earlier to improve results in the future for Year 1 and 2 students.

2022 PAT results saw strong results in both reading and mathematics. Across the years levels 3-6, 90% of students reached SEA or above in reading and 89% of students reached SEA in Mathematics. The increase in mathematics sees a 4% improvement from 2021.

2022 saw the continuation of Brightpath as an assessment tool for writing across the school. This was undertaken in Terms 1 and 3 in the genres of narrative and persuasive writing. The mean average growth across the school being 28 points per cohort in narrative writing and 44 points per cohort in persuasive writing, demonstrating strong growth in this area.

Attendance

Year level	2019	2020	2021	2022
Reception	93.0%	88.7%	93.0%	88.1%
Year 1	93.7%	88.7%	91.1%	87.7%
Year 2	93.4%	88.9%	92.8%	88.8%
Year 3	95.0%	90.2%	95.1%	88.4%
Year 4	92.2%	91.6%	94.1%	88.1%
Year 5	94.2%	89.2%	95.8%	90.0%
Year 6	93.4%	90.1%	93.8%	90.6%
Year 7	93.0%	88.4%	92.3%	N/A
Total	93.4%	89.5%	93.6%	88.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Students and families continue to be highly committed to regular attendance.
Our attendance for 2022 was 89.7% of more than 80 days attendance as at 14/12/2022.

We had significant student illness this year due to Covid-19 and other reasons. Many of the absences were for a week or longer..
Many families are now travelling interstate and many have gone overseas to visit families. These multiple exemptions have varied from a week to many months and a couple have a year exemption. We appreciate and support reconnection of families after the easing of Covid travel restrictions.
The absences for 2022 include illness of 5.4% compared to 2021 with 3.21%, family of 1.7%, exemptions of 1.9% compared to 2021 with 0.27% for family holidays, unexplained for 1.3% and disciplinary reasons 0.01%

Procedures are in in place to address non-attendance after three days absence. Parent meetings are held in relation to habitual non- attendance or lateness.

Behaviour support comment

We had a very small number of students requiring support with managing behaviour and/or emotions.
It is very pleasing to note the significant improvement overall in students' emotional wellbeing and connectedness to Plympton Primary School as indicated by the 2022 Student Wellbeing and Engagement survey.
95 students in Year 4-6 participated in the annual Student Wellbeing and Engagement Survey held during Term 1.
Results indicate that students at our school have good emotional wellbeing and engagement with school with the following results:
99% students believe that they are happy.
95% students believe that they are connected with the schoo.l
95% indicate that there is a positive school climate at Plympton Primary School.

Parent opinion survey summary

During Term 3, all parents and carers were invited to participate in the annual parent engagement survey. 85 parents/carers responded to the annual online survey.

94% responded positively in relation to respectful relationships in terms of people being respectful and 92% in relation to teachers and students being respectful.

82% of responses indicated that parents/carers knew that their child/children are important to the school.

83% of parents/carers indicated that they strongly agree or agree that here is enough communication. Families access communication via Skoolbag, Seesaw and emails.

73% of parents/carers stated that they know the standard of work and 74% indicated that there had been useful discussions with the class teachers.

Providing learning tips for families to use at home is a continued area for improvement. We organized 3 workshops for families and teachers provided learning tips through Seesaw. This was the lowest area with 55% of parents/carers wanting more learning tips to use at home.

STAFF PERSPECTIVE SURVEY

This was conducted in Term 3 and 32/41 staff participating in the on-line survey. Staff who worked at more than one site were unfortunately unable to also do the perspective survey for Plympton Primary School.

The 2022, 94% staff engagement showed a 16% improvement from 2020 perspective results. There has been significant improvements in the four site culture areas from the previous survey:

• Learning has improved by 14% and is rated at 91%.
• Decision making has improved by 8% and is rated at 88%.
• Communities has improved by 19% and is rated at 85%,
• Leadership has improved by 15% and is rated at 79%.

We will continue to strengthen excellence, equity and engagement at our site.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	28.6%
OV - LEFT SA FOR OVERSEAS	1	3.6%
QL - LEFT SA FOR QLD	6	21.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	35.7%
VI - LEFT SA FOR VIC	3	10.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

To work with children and young people in SA government educational sites and services all personnel must hold current relevant history screening.

All employees of a part-time, full- time or casual basis employed by the Department for Education hold mandated screening requirements. This includes all OSHC educators employed by Plympton Primary School Governing Council.

All regular volunteers, pre-service teachers and non-Department for Education service providers hold required screening clearances.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	38
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	17.8	0.0	8.6
Persons	1	21	0	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$3,470,321
Grants: Commonwealth	$13,200
Parent Contributions	$163,820
Fund Raising	$10,411
Other	$49,164

Data Source: Education Department School Administration System (EDSAS).

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	We employed a Senior Leader of Wellbeing and Engagement. Students, families and staff have been highly supported by the Senior Leader. This position was not filled for all of the year due to a changing of direction for this leader in Terms 1-3. We released teachers to fulfill this role and to support student's engagement and wellbeing.	Students' engagement and wellbeing was supported by all leadership, teaching staff and SSOs/BSSOs.
	Improved outcomes for students with an additional language or dialect	We had 2 part time EALD teachers with some additional school funds topping up Tier 2 funding. The EALD teachers have worked with teachers and students R-Year 6. Three BSSOs has also worked with students and families.	EALD teachers assessed and moderated using LEAP levels. The EALD teachers worked to increase the achievement levels of identified students. The BSSOs supported new families into PPS and supported children with their learning.
	Inclusive Education Support Program	IESP funding was used to support individual and small groups of students achieve to their goals as documented in their One Plans. An SSO was allocated to each class to support identified students learning in English or mathematics. Additional school funds were used to support identified students as required.	Students identified were supported and all demonstrated increased learning achievements and achievements of short term One Plan or Personalised Learning Plan goals.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	FLMD lessons occurred in Hindi, Chinese, Urdu and Nepali. Urdu was a new language introduced in 2022. IESP funding grant was used to support groups of students in each class as identified through NCCD meetings with the principal at the end of Term 2. We employed an ACEO for part of the year. We will put unused salary into the employment of an ACEO in 2023. Early years teachers were released to regularly assess and monitor students' progress in English (reading, spelling and writing).	Tracking and monitoring of FLMD students' growth in their first language. Reporting occurred for students participating in FLMD programs twice during the year. Every student had short term goals to focus areas for growth. These were regularly reviewed by teacher and student. The ACEO developed relationships with each student and their family. He led some of the Reconciliation Week activities. An intervention program occurred for identified Year 1, Year 2 and Year 3 students. A trained SSO facilitated small groups 4 mornings a week. Improved results occurred for identified students through this intervention reading program.r

Program funding for all students	Australian Curriculum	ORBIS mathematics training occurred for R-1 teachers and principal. Brightpath training and some release for moderation of students' work occurred. Consistent whole school R-2 phonics program taught with regular testing and tracking of each student. Monitoring SIP goals through Learning Walks and Talks and staff meetings each term.	Improved knowledge of teachers and mathematics teaching practices in the early years classes. Increased confidence of teachers in using Brightpath assessment tools and determining next step for each student. Increased confidence and skills of teachers with teaching the school's R-2 phonics' program. Improved tracking of students' progress. Tracking of Stage 4 SIP occurred each term.
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Funding was used to support professional learning including release for training including Brightpath and Orbis R-1 Mathematics Release was provided to teachers fro moderation of students' work samples and assessment, tracking and analysis of students' progress. Release was provied for One Plan meetings and NCCD meetings.	Providing training and release time for teachers increased their knowledge and skills, providing time for moderation developed consistency of assessment grades within year levels. Student data collection and analysis is an important practice and expectation at PPS and some release time was provided for this. Teachers also used many hours of thoier own time in training, moderation and assessment and trackign of students' progress.
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	Teachers were provided with time to test and analyse student data. This data was regularly reviewed and disused with line mangers and in PLCs. Classroom support was provided for identified students.	Monitoring and tracking growth for individual students occurred.