

Scoil Bhríde

DEIS Action Plan

2022 -2025

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| **School Context**  Scoil Bhríde Primary School is located in Killane, Edenderry Co. Offaly. Our school was established in 2007 and is a mainstream co-educational primary school with 23 mainstream classes and 6 special classes for children with Autistic Spectrum Disorders.  Patron: Kildare & Leighlin  Chairperson of BOM: Ms. Nichola Hogan  Principal: Mr. Kevin Duffy  Deputy Principal: Mrs. Debbie Duffy  DEIS Co-Ordinator: Mrs. Mary Quinn  HCSL: Ms. Laura Keane  Class Teachers: 29  SET: 14  Supply Panel: 4  SNAs:19 |

**Our Educational Philosophy:**

Our educational philosophy promotes equality. We believe children benefit most from an inclusive educational experience. All children irrespective of race, gender, culture, religion or ability are given an equal opportunity to participate, develop and grow in all aspects of school life at Scoil Bhríde.

**Purpose of the Plan:**

To bring about improvement in educational and social outcomes for those pupils considered to be under-achieving in educational and social terms due to disadvantage, and help them achieve their potential.

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| **DEIS Theme: Literacy** | | | |
| ***Target 1: Increase the number of students that read for pleasure from 67% to 69% by the end of year 3.*** | | | |
| Baseline Data: Student survey, STAR results, Drumcondra Literacy, Jolly Phonics Assessment | | | |
| Actions Year 1:   * Each class will be involved in selecting new books to purchase for our school library using funds raised from the book fair. * Continue with assembly awards for reading at both individual and class level, but introduce a new award for ‘Most Improved Readers’. * Purchase story sacks for use in infant classrooms. * Purchase and make available Hi-Lo books/Graphic novels/Barrington Stokes/Audio books for our senior students to borrow from the school library. * Continue with annual World Book Day celebrations and book token awards for best dressed. * Continue with the Scholastic Book Fair and make free/greatly discounted books available for our at risk students. * Ensure every class is using their two weekly slots for the school library. (where applicable at class level) | Target(s) Addressed: | Responsibility | Timeframe |
| 1  1  1  1  1  1  1 | Teacher/Post Holder  Teacher/Post Holder  Post Holder  Post Holder  Post Holder  Post Holder  Teacher/Post Holder | Annually  Termly  Once off  Once off  Annually  Annuelly  Weekly |
| Action Year 2:   * Continue with actions listed above for year 1 and 2. (where relevant) * Implement a timetable/plan for use of story sacks in Infant rooms. * Invite Edenderry library in to visit the school and speak to the children about the service they provide locally. Organise for classes to visit Edenderry library and become a member. * Junior and senior Infant classes will have a book, hot chocolate and pyjama party in the hall over the course of the year. Parents will be invited to attend. * Purchase new picture books for the Senior classes. These can also be used to support teaching Building Bridges of Comprehension. * Invite authors in to speak to 3rd and 4th class. * Organise for students from 5th and 6th class to read with younger classes and join them on a school library visit twice a month. * DEAR time to be implemented everyday for ten minutes (1st - 6th Classes) | 1  1  1  1  1  1  1  1 | Teacher/Post Holder  Teacher/Post Holder  Post Holder  Teacher/Post Holder  Teacher/Post Holder  Post Holder  Teacher/Post Holder  Teacher | Weekly  Termly  Annually  Once off.  Termly  Monthly  Daily |
| Actions Year 3:   * Continue with actions listed above for year 1 and 2. (where relevant) * Introduce author/book of the month. Have a display outside the library * Set up a book club for students in 3rd -6th class. | 1  1  1 | Teacher/Post Holder  Post Holder  Post Holder with assistance from teachers | Monthly  Termly |
| Monitoring:   * End of year testing - Drumcondra/Jolly Phonics and Early Literacy testing. * Termly Star reading tests to be monitored by SET and Class Teacher. * Teacher observation. * Teacher to observe and monitor accelerated quiz results. * Certificates for reading achievements to be reviewed. * DEIS Team Meetings | | | |
| Evaluation: This plan will be reviewed on an ongoing basis by the DEIS Co-Ordinator and termly by DEIS Theme Leaders with an in-depth review taking place at the end of each academic year. Staff will be updated via a written report which will outline progress made, targets achieved or carried over, as well as actions implemented. | | | |

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| **DEIS Theme: Numeracy** | | | |
| ***Targets:***  ***1.Increase the number of students who enjoys maths from 71% to 73 %.***  ***2. Reduce the number of students who score between the 10th and 20th percentile in the area of number by 2% by the end of year*** | | | |
| Baseline Data: Student survey, Drumcondra Maths Assessment, Initial/End of Year Assessments on data provided by Whizz Education or Freckle. | | | |
| Actions Year 1:   * Celebrate ‘World Math Day’ and participate in activities arranged by the maths team during ‘Maths Week’. * Post Holder/Maths team will review the schools “Maths Language Guide” and inform staff of any updates. * Teachers will start each lesson with a number based activity relevant to their class level. (e.g. number of the day, resources from the nrich website) * Pilot Maths Whizz with 3rd/4th Classes. * 3rd - 6th class teachers and relevant SET will engage with PDST training. * Ready, Set, Go programme will be implemented in Junior/Senior Infant classes. * Mata sa Rang programme will be implemented in 1st/2nd classes. * In-class/withdrawal support (where relevant) will be provided for 3rd - 6th classes. * Identified teachers will complete Maths Recovery training. | Target(s) Addressed: | Responsibility | Timeframe |
| 1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2 | All Staff  Post Holder/Maths Team  Teachers  Relevant Teachers  Relevant Teachers  Relevant Teachers  Relevant Teachers  Relevant Teachers  Relevant Teachers | Annually  Annually  Daily  Termly  Once off  As discretion of SENCO’s  As discretion of SENCO’s  As discretion of SENCO’s  As discretion of SENCO’s |
| Actions Year 2:   * Continue with actions listed above for year 1.(where relevant) * Teachers will refer to and use the “Maths Language Guide” in daily maths lessons. * The Maths Recovery Programme will be implemented and students who may benefit from the programme will be identified for participation. * A “Marvellous Mathematician” award will be introduced and awarded at assembly. * Roll out ‘Maths Whizz’ or ‘Freckle’ for use in (1st to 6th class) | 1,2  1,2  1,2  1  1,2 | All Teachers  All teachers  Relevant SET  Post Holder  P.H. & relevant teachers | Ongoing  Ongoing  Termly  Ongoing |
| Actions Year 3:   * 3rd - 6th class students will participate in maths journalling. * Set up a IZAK 9 or a Coding club for students from 3rd -6th class. * Invite individuals that use maths every day in their occupation to speak to the students. (at relevant class levels) * Assess effectiveness of Maths Whizz/Freckle taking into consideration children’s opinions on the programme. | 1,2  1  1  1,2 | Relevant teachers  Post Holder  Post Holder  Post Holder | Ongoing  At discretion of P.H  At discretion of P.H.  End of school year |
| Monitoring  End of year testing - Drumcondra and Early Numeracy.  Termly Maths tests  Teacher observation  DEIS Team Meetings | | | |
| Evaluation:This plan will be reviewed on an ongoing basis by the DEIS Co-Ordinator and termly by DEIS Theme Leaders with an in-depth review taking place at the end of each academic year. Staff will be updated via a written report which will outline progress made, targets achieved or carried over, as well as actions implemented. | | | |

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| **DEIS Theme: Attendance** | | | |
| ***Targets:***   1. ***Reduce the number of students who are absent for more than 20 days by 2% by the end of year 3.*** 2. ***Reduce the number of early leavers from X to Y%*** 3. ***Reduce the number of late arrivals from X to Y% (Data currently being collected for analysis and use in year 2)*** | | | |
| Baseline Data:  Analysis of Aladdin data on children who have missed more than 20 days by February midterm. | | | |
| Actions year 1:   * Classes rewarded for most improved attendance at each assembly. * Individual students recognised and rewarded for noticeable improved attendance. * Parents to be notified by communication via Aladdin/School Newsletter of the importance of submitting reasons for student absences on Aladdin. * HSCL in conjunction with EWO will organise attendance clinics for parents of children who are identified as having attendance issues. * Commence recording of early leaving/late arrivals on Aladdin to allow trends and “at risk” students to be identified. * “Einstein Hour” to take place in the afternoon to ensure “at risk” children with trends of early leaving are motivated to remain in school. | Target(s) Addressed: | Responsibility | Timeframe |
| 1  1  1  1  2,3  2 | Post Holder  Post Holder  Post Holder  Post Holder/HSCL  Secretary/Teacher  Post Holder/relevant teachers | Termly  Termly  Termly  At discretion of EWO and HSCL  Daily  Annually |
| Actions year 2:   * Continue with actions listed above for year 1 (where relevant) * Early leaver and late arrival trends identified through collection of data from Aladdin. * Teacher to call home if a student has 10+ occurrences of unexplained reasons for late arrivals/early leaving per half term. * Survey of “at risk” students to identify preferred activities/subjects. * Where necessary activities favoured by children identified as late arrivers/early leavers to be carried out by the class teacher first/last thing in the school day (children to be informed of change in timetable) | 2,3  2,3  1,2,3  1,2,3 | Secretary/Teacher  Teacher  Post Holder/teacher  Teacher | Daily  When deemed necessary by teacher  As deemed necessary by teacher  As deemed necessary by teahcer |
| Actions year 3:   * Continue with actions listed above for year 1 and 2. (where relevant) * Parents/Guardians to provide proof of appointment in instances of frequent reccuring early learning/late arrival. * Liaise with the local county council in the implementation of the “Safe Routes to School” programme. | 2,3  1,2,3 | Post Holder/teacher  HSCL | When necessary  Ongoing |
| Monitoring   * Attendance will be monitored daily, weekly, monthly & annually with high risk students monitored on an ongoing basis by Class Teacher, Post Holder and HSCL. * Records of HSCL visits to families regarding attendance upon referral. * Attendance Clincs with HSCL and EWO as required. * Monitoring of NEWB reports. * Regular meetings to monitor progress of identified students. Review numbers receiving full and most improved attendance certificates. * DEIS Team Meetings | | | |
| Evaluation: This plan will be reviewed on an ongoing basis by the DEIS Co-ordinator and termly by DEIS Theme Leaders with an in-depth review taking place at the end of each academic year. Staff will be updated via a written report which will outline progress made, targets achieved or carried over, as well as actions implemented. | | | |

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| **DEIS Theme: Partnerships with others** | | | |
| ***Target 1: To maintain and strengthen existing links and partnerships, and establish new links.*** | | | |
| Baseline Data: Record of school/community links gathered. | | | |
| Actions year 1:   * Post Holder with the assistance of all staff will record all links already made via a google document. * Outside groups/agencies and services such as schools, charities, companies, organisations, community groups, clubs, voluntary groups, etc. in the local area will be identified and communicated with staff and parents/guardians. * The school will celebrate links with others and make these links public via the school website and social media pages where appropriate. * The HSCL and SENCO’s will continue to maintain links with outside partnerships. | Target(s) Addressed: | Responsibility | Timeframe |
| 1  1  1  1 | Post Holder & Staff  Post Holder  Post Holder  HSCL/SENCO | Ongoing  Ongoing  Ongoing  Ongoing |
| Actions year 2:   * Continue with actions listed above for year 1. (where relevant) * Maintain a database of existing links and record new links made via a google document. * The school will continue to try to establish new links with outside partnerships. * Groups may be contacted and invited to make a connection with the school in some way, e.g give a presentation to a group of students, invite a class to visit their premises, organise a sporting blitz, etc. | 1  1  1  1 | Post Holder & Staff  All staff  All staff | Ongoing  Ongoing  At discretion of P.H./Staff |
| Actions year 3:   * Continue with actions listed above for year 1 and 2. (where relevant) * In line with our extra-curricular policies, each class level (where relevant) will experience a visit to/from a local partner. | 1  1 | All Staff  Relevant staff | At discretion of P.H./Staff |
| Monitoring   * Record of partnerships and links maintained. | | | |
| Evaluation:This plan will be reviewed on an ongoing basis by the DEIS Co-Ordinator and termly by DEIS Theme Leaders with an in-depth review taking place at the end of each academic year. Staff will be updated via a written report which will outline progress made, targets achieved or carried over, as well as actions implemented. | | | |

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| **DEIS Theme: Partnerships with parents/guardians** | | | |
| ***Target: Increase the number of parents/guardians who engage with in-school events by 5% by the end of year 3.*** | | | |
| Baseline Data: HSCL records | | | |
| Actions - Year 1:   * The HSCL Coordinator will carry out a minimum of five home visits per week. The HSCL Coordinator will also focus on building relationships with parents/guardians during the home visits and encourage them to get involved in school life. During the visits, the HSCL Coordinator will also promote in-school events, activities and courses. * School staff will use online platforms to engage with parents/guardians and share information with them. These platforms may include use of the school website, social media, google classroom and Aladdin Connect. * When promoting events, activities or courses, or when communicating in any way with parents/guardians, school staff will be mindful that some parents/guardians may have difficulties with literacy or that English may be an additional language for them. School staff will make use of NALA’s “Plain English” service when necessary. * School staff will focus on promoting positive behaviour, and communicate this to parents/guardians as much as possible. As part of this, school staff will complete “positive postcards”, which are good news messages about children. The HSCL Coordinator will deliver these postcards to homes. This will hopefully help parents/guardians to think of the school as a positive, welcoming and safe place. | Target(s) Addressed: | Responsibility | Timeframe |
| 1  1  1  1 | HSCL  All Staff  All Staff  HSCL/All Staff | Ongoing  Ongoing  Ongoing  Ongoing |
| Actions - Year 2   * Continue with actions listed above for year 1. (where relevant) * The HSCL Coordinator will ask parents/guardians to complete surveys about which events, activities, courses they would like the school to run. * The Nurture Room will be used as a safe and comfortable space for parents/guardians to meet in when they visit the school. * Parents/guardians will be invited to the school to speak to students about different topics such as their job or background, to partake in activities such as a spring clean and “Walk a mile with a smile”, and to engage in shared reading and maths for fun activities. | 1  1  1  1 | HSCL  HSCL/Relevant staff  HSCL/Relevant Staff | Ongoing  Ongoing  Ongoing |
| Actions - Year 3 (Continue Year 1 and Year 2 actions)   * Continue with actions listed above for year 1 and 2. (where relevant) * Parents/guardians will be offered the services of a translator (where possible) for school meetings, or be given the option of bringing a support person to meetings. * Arrange for a group of parents/guardians to be trained to deliver the “One Child, One Vision” transition programme. | 1  1  1 | Relevant Staff/HSCL  HSCL | Annually for PT Meetings or as deemed necessary for all other meetings  Annually |
| Monitoring   * DEIS Team Meetings * HSCL Records | | | |
| Evaluation: This plan will be reviewed on an ongoing basis by the DEIS Co-Ordinator and termly by DEIS Theme Leaders with an in-depth review taking place at the end of each academic year. Staff will be updated via a written report which will outline progress made, targets achieved or carried over, as well as actions implemented. | | | |

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| **DEIS Theme: Retention** | | | |
| ***Targets:***   1. ***To retain 100% of pupils as willing attendees up to 6th class.*** 2. ***To increase the number of children who report that they enjoy school from 80% to 83 %*** 3. ***To ensure 6th class children are supported in completing applications for secondary school placement.*** | | | |
| Baseline Data:  Boxall profile - assessing children for inclusion in Nurture Group.  Survey re: perceived enjoyment of school.  Focus Group to include “at risk” students - discussions/surveys.  Data acquired through HSCL and SCP. | | | |
| Actions Year 1:   * Develop and maintain close links between the school and School Completion Personnel to ensure “at risk” children are identified and necessary supports are put in place to support these children and their parents. * Continue to engage with Hot Schools Meals programme and provide children with a hot lunch daily. * Continue to provide Homework Club for all children, ensuring “at risk” children are provided with an opportunity to attend free of charge. * Through implementation of the “Einstein Hour” initiative children in 3rd -6th class will have an opportunity to engage with an extra-curricular activity of choice during school time. (4 week block per year) * Continue to maintain and fund extra-curricular activities to encourage reluctant attendees to come to school. * Provision of financial support for “at risk” children to ensure they can engage with all aspects of school life. * Positive behaviour approaches including happy grams and hidden heroes to be adopted and implemented. * Identified staff members will undertake Nurture Training and begin to set up a Nurture group. (Room set up, identify and assess children) * Pilot different systems for breakfast club. * HSCL to continue to liaise with 6th class teachers and pupils’ parents/guardians to ensure applications are made for second level school placement.   Year 2:   * Continue with actions listed above for year 1. (where relevant) * HSCL/DEIS Co-Ordinator to liaise with SCP to secure funding for Breakfast/Homework Club. * Apply for funding to provide after school meals/snacks for children attending Homework Club. * Purchase of resources requested by the children to make their classroom a more enjoyable and relaxing space. * Decide on and implement roll out of breakfast club to all children. * Extend Einstein initiative to 1st and 2nd classes. (4 week block per year) * HSCL to liaise with 6th class teachers and pupils’ parents/guardians to ensure applications are made for second level school placement. * Students who are “at risk” and have been identified as having significant social, emotional and behaviorual difficulties will attend the nurture group.   Year 3:   * Continue with actions listed above for year 1 and 2. (where relevant) * Nurture group to be extended as a support for more children. (depending on SET allocation) | To address target(s) no: | Responsibility | Timeframe |
| 1  1,2  1  1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2  1,2 | HSCL,/DEIS Co-Ordinator  DEIS Co-Ordinator  SCP/ HSCL/ Relevant Teachers  DEIS Co-ordinator/ Relevant Teachers  DEIS Co-Ordinator/Relevant staff/Secretaries  DEIS Co-Ordinator/Relevant staff/Secretaries  Relevant P.H and all staff  Nurture Team  HSCL/DEIS Co-Ordinator  HSCL/6th Class teachers  HSCL/DEIS Co-Ordinator  HSCL/DEIS Co-Ordinator  DEIS Co-ordinator  HSCL/DEIS Co-Ordinator  DEIS Co-Ordinator  HSCL/6th Class teachers  Nurture Team  SENCO/Nurture Team | Ongoing  Ongoing  Ongoing  Annually  Ongoing  Ongoing  Ongoing  Ongoing  Term 3  Ongoing  Ongoing  Ongoing  Once Off  Ongoing  Annual  As deemed necessary by 6th class teachers/HSCL  Ongoing  Ongoing |
| Monitoring   * Teacher observation * Focus Groups * Student surveys * DEIS Team Meetings | | | |
| Evaluation: This plan will be reviewed on an ongoing basis by the DEIS Co-Ordinator and termly by DEIS Theme Leaders with an in-depth review taking place at the end of each academic year. Staff will be updated via a written report which will outline progress made, targets achieved or carried over, as well as actions implemented. | | | |

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| **DEIS Theme: Transitions** | | | |
| ***Target***   1. ***To increase the number of 6th class students who report they are confident or very confident in relation to post primary transition.*** 2. ***To increase the level of supports provided for parents of newly enrolled pupils.*** | | | |
| Baseline data:   * Questionnaire for 6th class students * Parent survey of current Junior Infants | | | |
| Actions Year 1:   * Complete questionnaire in relation to post-primary transition with all students in 6th class. * Foster close links with local post-primary schools (St. Mary’s Secondary School and Oaklands Community College). * 6th class teachers/relevant SET/SCP to complete post-primary transition programme with students in class and where relevant in withdrawal groups. * Post Holder to contact the above mentioned post-primary schools to request up to date information for new students and names and photographs of relevant staff members. * All students in 6th class will attend an open day in Oaklands Community College and St. Mary’s Secondary School. * Information given to all parents/guardians in relation to open nights in Oaklands Community College and St. Mary’s Secondary School. * Principals from Oaklands Community College and St. Mary’s Secondary School will visit our 6th class students and give them information in relation to their post-primary school. * Survey parents of current Junior Infants to gauge levels of satisfaction with transition and identify areas that could possibly be improved. | To address target(s) no: | Responsibility | Timeframe |
| 1  1  1  1  1  1  1 | Post Holder/6th Class teachers  Prncipal/Post Holder/ Relevant Teachers  6th class teachers relevant SET/SCP  Post Holder  Post Holder/6th Class Teachers  Post Holders/6th Class teachers/ HSCl/ Secretaries  Post Holder to facilitate  Post Holder | Before/After Tranisition Programme  Ongoing  Annually  Annually  Annually  Annually  Annually  Once off |
| Actions Year 2:   * Continue with actions listed above for year 1. (where relevant) * Maintain close links with local pre-schools (Rainbowland, Little Angels, Linda’s Montessori, St. Mary’s Early Intervention class). * Informal introductory meeting for parents of new JI students - stations in the hall for important information:   + setting up and using Aladdin and The Lunch Bag apps   + uniforms that have been donated and uniform information (eg recommending velcro shoes etc)   + information in relation to lunches - what to bring in lunch box / hot lunches etc.   + information slideshow on display * Relevant Post Holders to facilitate additional school visits for new students if requested by parents. * Junior Infant Teachers will familiarise themselves with all pupils details on Aladdin. (medical, educational, behavioural, familial situations) * Junior Infant teachers to complete a checklist for new students, by Christmas, in relation to educational disadvantage. * Update induction pack for incoming Junior Infants. * Request transition information of new students where relevant from pre-schools. This will be identified by parent/guardian information on enrolment forms. | 1,2  2  2  2  2  2  2  2 | Post Holder  Post Holder  Post Holder  Junior Infant Teachers  Junior Infant Teachers  Post Holder/Secretaries  Post Holder | Ongoing  Annual  Where necessary  September  December  Annually  Annually - where relevant |
| Actions Year 3:   * .Continue with actions listed above for year 1 and 2. (where relevant) | 1,2 |  |  |
| Monitoring:   * Teacher Observation * Transition Survey | | | |
| Evaluation:This plan will be reviewed on an ongoing basis by the DEIS Co-Ordinator and termly by DEIS Theme Leaders with an in-depth review taking place at the end of each academic year. Staff will be updated via a written report which will outline progress made, targets achieved or carried over, as well as actions implemented. | | | |

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| **Leadership:**  The ISMT is fully committed to the implementation of all aspects of the DEIS plan including its monitoring and evaluation. Any new actions to be implemented will be overseen by members of the ISMT with support and guidance given to staff members where necessary. DEIS and all associated areas are discussed at each ISMT meeting. Focus group meetings are held termly to discuss progress in each area. |
| **CPD:**  The staff will engage in CPD on an individual and whole school basis throughout the year.  CPD will be provided (on an external and in-house basis) before the implementation of any new DEIS Initiatives. |
| **Wellbeing:**  This plan is cognisant of the Wellbeing Policy Statement and Framework for Practise and in developing the plan consideration has been given to the 4 key areas of wellbeing:   * Culture and Environment * Curriculum (Teaching & Learning) * Relationships & Partnerships * Policy and Planning. |

**DEIS Focus Group Leaders**

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| Principal and Deputy Principal | Mr. K. Duffy, Mrs. D. Duffy |
| DEIS Co-Ordinator | Mrs. Quinn |
| HSCL | Ms. Keane |
| Literacy | Mrs. Crampton (Acting on behalf of Mrs. Corroon) |
| Numeracy | Ms. Hurst |
| Attendance | Ms. Gill |
| Retention | Mrs. Quinn |
| Transitions | Ms. Blong (Acting on behalf of Mrs. Rooney) |
| Partnerships with Parents | Ms. Keane |
| Partnerships with others. | Ms. Fitzmaurice |

**Selection Criteria for “at risk” students:**

The [Education Act 1998](http://www.irishstatutebook.ie/1998/en/act/pub/0051/index.html) defines educational disadvantage as “the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools”. Educational disadvantage is demonstrated in many ways, most often in poor levels of participation and achievement in the formal education system.

Taking into consideration the above definition of educational disadvantage, the school context with regard to each of the relevant DEIS themes and following collection and analysis of baseline data the criteria for “at risk” students was agreed upon by Senior Management, HSCL and DEIS Team Leaders.

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| **DEIS Theme** | **Criteria identified for “at risk” students** | **Baseline Data** |
| Overall | Any students whose family is in receipt of support from the school’s HSCL | HSCL and TESS Data. |
| Literacy | Students who do not read for pleasure.  Students who score between the 10th and 20th percentile on end of year standardised tests. | School survey  Drumcondra end of year testing. |
| Numeracy | Students who do not enjoy maths  Students who score between the 10th and 20th percentile in the area of number on end of year standardised tests | School Survey -  Drumcondra end of year testing - Number Area. |
| Attendance | Students who miss 20 days or more by the February Midterm.  Students who are frequently arrive late or leave early from school. | Attendance reports on Alladdin. |
| Retention | Students identified through teacher observation as having potential school retention issues.  Students partaking in school completion programme.  Students who “do not” enjoy school. | School survey  HSCL and SCP identification process.  Teacher observation. |
| Transition | Students who are “somewhat” or “not very confident” about their transition to secondary school | 6th Class Transition to Post Primary Survey.  Teacher Input/observation |