



# Drimnagh Castle

Primary School

## **Delivering Equality of Opportunity in Schools (DEIS)**

**Plan 2023/ 2024**

<b>Attendance</b>	<b>Retention</b>	<b>Literacy</b>
<b>Numeracy</b>	<b>Transitions</b>	<b>Partnerships</b>

<b>Attendance</b>		
<b>Baseline:</b> 6.6% of pupils who missed 20+ days in first term.		
<b>Target:</b> SMART: Specific ✓ Measurable ✓ Achievable ✓ Relevant ✓ Time-bound ✓ and Target the most ‘at-risk’ ✓		
To reduce absenteeism within the target group of pupils (boys who have missed 20+ days by end of Term 1) from 6.6% in the first term of the school year to: 2023/2024 – 6%, 2024/2025 – 5.5%, and 2025/2026 – 5%		
<b>Actions:</b> What will we do?	<b>Who will do this?</b>	<b>DEIS budget?</b>
Support from School Completion programme – work with Youth Worker, Breakfast Club, Homework Club, Easter Camp, Summer Camp	<ul style="list-style-type: none"> <li>• SCP worker</li> </ul>	N/A
Distribute a termly note to parents/guardians emphasising the importance of attendance and highlighting the correlation between attendance and attainment.	<ul style="list-style-type: none"> <li>• Admin</li> </ul>	N/A
Initiate a number of incentives to encourage good attendance in the whole school with particular focus on the target students. e.g. whole school attendance awards, individual reward chart for vulnerable students, after school clubs, extra Art and P.E. activities.	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Principal</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Vouchers</li> </ul>
Discreet affirmations of the target children’s attendance.	<ul style="list-style-type: none"> <li>• Class teacher</li> </ul>	N/A
Monitor attendance on a regular basis and seek reasons for absences.	<ul style="list-style-type: none"> <li>• Class teacher</li> </ul>	N/A
<b>Monitoring and Evaluation:</b> How will we measure the success of these actions?	<b>Who?</b>	<b>When?</b>
<ul style="list-style-type: none"> <li>• Review attendance of key students at risk of missing 20 plus days – keep parents/guardians informed of pupil’s attendance situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Admin</li> </ul>	<ul style="list-style-type: none"> <li>• End of Term one 2023/2024.</li> <li>• Continual by class teacher.</li> </ul>
<i>Wellbeing:</i> Socially Academically Emotionally	<i>Leadership:</i> Principal Teachers (Promoting good attendance)	<i>C.P.D.:</i> Refresher course on Aladdin (learning to monitor attendance)

<b>Retention</b>		
<b>Baseline:</b> 55.7% of boys reported that they dislike going to school on Mondays		
<b>Target:</b> SMART: Specific ✓ Measurable ✓ Achievable ✓ Relevant ✓ Time-bound ✓ and Target the most ‘at-risk’ ✓		
To decrease the percentage of boys who dislike going to school on Mondays to 52% in Year 1, to 50% in Year 2, and to 48% in Year 3		
<b>Actions:</b> What will we do?	<b>Who will do this?</b>	<b>DEIS budget?</b>
Whole school fun activity (dance/ music/10 at 10) to take place on Mondays.	Staff rota- by standards	Nil
Give pupils a gentle introduction into school on a Monday morning. Giving time for discussing their weekend news with peers and an enjoyable mindfulness activity (colouring, meditation, calming music)	Class teachers	Nil
Ensure that a hands-on activity is planned for Mondays (e.g. art/show and tell/Science/P.E./Music/Drama)	Class teachers	Nil
Inspire the children through inspirational talks from past pupils throughout the year	Ms. Martin	Nil
Rising star awards for improved attendance at assemblies	Mr. Kirwan Ms. Martin and Class Teacher	awards (certificates/ sweets)
Friends for life programme scheduled for Monday afternoon (in 5th/6th classes)		
<b>Monitoring and Evaluation:</b> How will we measure the success of these actions?	<b>Who?</b>	<b>When?</b>
Whole school survey Monitor attendance records	Staff	May 2024, 2025. 2026
<i>Wellbeing:</i> Emotional -mindfulness, relaxation, gentle start to day Socially - whole school activities, peer discussions	<i>Leadership:</i> Teachers and staff - encouraging attendance	<i>C.P.D.:</i> Encourage staff to take courses in Friends for Life and Incredible Years and other relevant programmes (provide information)

<b>Literacy</b>		
<b>Baseline:</b> From a survey conducted with pupils of all class levels (January 2023), it was found that 82 % of pupils enjoy reading.		
<b>Target:</b> SMART: Specific ✓ Measurable ✓ Achievable ✓ Relevant ✓ Time-bound ✓ and Target the most ‘at-risk’ ✓		
<b>Target:</b> To increase the percentage of pupils who enjoy reading from 82% to 84% by the end of year one, to 86% by the end of year two, and to 88% by the end of year three.		
<b>Actions:</b> What will we do?	<b>Who will do this?</b>	<b>DEIS budget?</b>
Daily DEAR time for every class for a minimum of ten minutes.	Class teachers	Books purchased
Teachers to confer with children during DEAR Time about their book choice	Class teachers	Nil
Teacher reads aloud to the class at least once per week.	Class teachers/SETs	Big Books
Update and extend current school library.	Literacy Committee	Books purchased
Apply to Dublin City Council to have the Mobile Library to visit the school on a regular basis.	Literacy Committee	Nil
Establish paired reading (Parent and child reading).	Literacy committee to organise boxes. Class teachers/SET to oversee the implementation of the programme. Co-ordinator: Brenda Weir	Books to be purchased
Peer reading (2nds and 5ths).	Brenda Weir Respective class teachers	Books purchased
Every class to visit Walkinstown Library at least once per year.	Class Teachers	Nil
Make the Book Fair an annual event.	Brenda Weir Literacy Committee	Nil
Begin the Book Wars Initiative.	Brenda Weir	Nil

	Literacy Committee Class Teachers	
Include the pupils' views and opinions when purchasing books.	Brenda Weir Student Council	Nil
Picture books to be used in each standard to support the teaching/learning of comprehension strategies.	Brenda Weir Literacy Committee	Books purchased
Continue implementing Power Hour in 2 <sup>nd</sup> and 3 <sup>rd</sup> classes.	Class teachers/SETs	Nil
Renew emphasis on Talk Time on a whole school basis.	Class Teachers/SETs Literacy Committee	Nil
Pupils to record list of books they have read in their school diaries.	Class teachers Pupils	Nil
<b>Monitoring and Evaluation:</b> How will we measure the success of these actions?	<b>Who?</b>	<b>When?</b>
Survey of pupils to be carried out in May of each year Survey of parents/guardians to be carried out in May of each year Teacher Observation Regular teacher feedback at standard meetings and at staff meetings After peer reading initiative feedback from boys will be gathered to inform future planning Feedback from Student Council on various initiatives	Literacy Committee Student Council	May 2024,2025,2026 Staff/standard/student council meetings throughout each school year
<i>Wellbeing:</i> Books with wellbeing-related themes; Relaxed setting/sitting positions for DEAR Time; Relaxing music to be played for duration of DEAR Time at times; Peer reading – self esteem	<i>Leadership:</i> Assembly: Principal and staff to promote reading Student Council to be involved in selecting books to be purchased and provide ongoing feedback.	<i>C.P.D.:</i> Literacy related courses Feedback shared with staff

<b>Numeracy</b>		
<b>Baseline:</b> <i>Pupil attitudes:</i> 26.9% of children name measures as an area of maths that they do not enjoy		
<b>Target:</b> SMART: Specific ✓ Measurable ✓ Achievable ✓ Relevant ✓ Time-bound ✓ and Target the most ‘at-risk’ ✓		
To decrease the percentage of children who name measures as an area that they do not enjoy to 22.5% over three years: Decrease to 25% in Year 1; Decrease to 23.5% in Year 2; and Decrease to 22.5% in Year 3		
<b>Actions:</b> What will we do?	<b>Who will do this?</b>	<b>DEIS budget?</b>
More collaborative group/pair work in the classroom	Class/SET	N/A
Regularly cover the strand of measures through the completion of daily mental maths	Class/SET	N/A
To pre teach the vocabulary associated with each strand	Class/SET	The purchase of games and puzzles as needed
Embedding real world problems throughout the teaching of the measures strand	Class/SET	N/A
To ensure that pupils have the opportunity to participate in discovery-based tasks in each measures topic	Numeracy Committee	The purchase of suitable measures concrete materials (see inventory action)
To complete an inventory of measures concrete materials	Numeracy Committee	The purchase of suitable measures concrete materials
<b>Monitoring and Evaluation:</b> How will we measure the success of these actions?	<b>Who?</b>	<b>When?</b>
Focus group meetings held in May each year. Annual pupil attitude survey in May each year.	Numeracy committee	May each year of the plan

<p><i>Wellbeing:</i> Using the voice of the pupil to guide numeracy activity delivery (numeracy focus group and analysis of my thoughts on school)</p> <p>Helping to develop positive self-esteem in the area of practical mathematical activities</p>	<p><i>Leadership:</i> Pupils are assigned roles in collaborative work;</p> <p>Responsibility for the planning and organisation of numeracy distributed across staff working in different standards (numeracy committee)</p>	<p><i>C.P.D.:</i> Time provided at staff meetings to ensure maths language used for each maths strand is uniform throughout the school.</p> <p>Time at staff meetings to discuss strategies and approaches for the teaching of measures</p> <p>Opportunities for formal CPD to be provided as they arise</p>
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<b>Transitions</b>		
<b>Baseline:</b> 53.1% of 6 <sup>th</sup> class boys reported that they were nervous or a little nervous about starting secondary school		
<b>Target:</b> SMART: Specific ✓ Measurable ✓ Achievable ✓ Relevant ✓ Time-bound ✓ and Target the most ‘at-risk’ ✓		
<b>Target:</b> To decrease the percentage of boys in 6 <sup>th</sup> class that reported they were nervous or a little nervous going to secondary school from 53.1% to 50% in Year 1 and to 45% in Year 3.		
<b>Actions:</b> What will we do?	<b>Who will do this?</b>	<b>DEIS budget?</b>
Run a school transition programme for 6 <sup>th</sup> class boys going to secondary school for 6 weeks annually	School Completion Programme Co-ordinator	Nil
6 <sup>th</sup> class boys to visit the secondary school once in term 1, once in term 2 and twice in term 3 on a Wednesday 5 <sup>th</sup> class boys to visit the secondary school once in term 3	Designated 5 <sup>th</sup> /6 <sup>th</sup> class teacher and Ms. Wallace	Nil
Invite former 1 <sup>st</sup> year students from various secondary schools back to talk to the 6 <sup>th</sup> class boys regarding transitioning to secondary school	Designated 6 <sup>th</sup> class teacher and Ms. Wallace	Goodie bags
Provide more information to the 5 <sup>th</sup> and 6 <sup>th</sup> class boys on Open Days in the surrounding secondary schools	Designated 6 <sup>th</sup> class teacher and Ms. Wallace	Nil
Invite 2 secondary school teachers including the principal and deputy from Drimnagh Castle Secondary School into the school to meet the boys once in Term 2/3 of 6 <sup>th</sup> class	Principal H.S.C.L Ms. Wallace	Nil
<b>Monitoring and Evaluation:</b> How will we measure the success of these actions?	<b>Who?</b>	<b>When?</b>
Survey the boys in 6 <sup>th</sup> class in May 2024 Hold focus groups again with 6 <sup>th</sup> class boys to evaluate the success of the actions.	Ms. Wallace	May 2024
<i>Wellbeing:</i> To reduce anxiety in transitioning from primary school to secondary	<i>Leadership:</i> Designate one 5 <sup>th</sup> and one 6 <sup>th</sup> class teacher each year to assist Ms Wallace in co-ordinating activities and visits	<i>C.P.D.:</i> Transition to secondary school programme – School Completion Programme



<b>Partnership with Parents and Others</b>		
<b>Baseline:</b> 20% (67) of parents/guardians not receiving app messages on Aladdin Connect.		
<b>Target:</b> SMART: Specific ✓ Measurable ✓ Achievable ✓ Relevant ✓ Time-bound ✓ and Target the most ‘at-risk’ ✓		
To increase the percentage of parents/guardians receiving notices on Aladdin Connect from 80% to 85% by the end of year one, 90% by the end of year two, and 95% by the end of year three.		
<b>Actions:</b> What will we do?	<b>Who will do this?</b>	<b>DEIS budget?</b>
Determine reasons parents are not receiving notices	S. Briody / Amanda	n/a
Ensure Aladdin contact information is up to date (and reviewed regularly )	Teachers / Amanda	n/a
Contact parents/guardians who require assistance / prompting to engage with Aladdin Connect	Teachers / HSCL	n/a
Offer assistance to any parents/guardians who may be having difficulties	HSCL	n/a
HSCL (in collaboration with class teachers) to establish an alternative method of communication with parents/guardians who choose not to use Aladdin.	Teacher / HSCL collaboration	n/a
Upskill parents/guardians on using Aladdin effectively through Open Day demonstration	B. Kirwan / HSCL	n/a
<b>Monitoring and Evaluation:</b> How will we measure the success of these actions?	<b>Who?</b>	<b>When?</b>
Analyse Aladdin data to determine an increase in the number of parents/guardians receiving Aladdin Connect notices annually.	B. Kirwan	End of each term
<i>Wellbeing:</i> Parents/guardians are fully informed of all communications, events and activities in / from the school; thereby increasing a sense of involvement and connection.	<i>Leadership:</i> Principal / Post-holder ensure all staff are up to date with Aladdin functions Newsletter to encourage parents/guardians to become connected	<i>C.P.D.:</i> Annual Aladdin workshops for staff