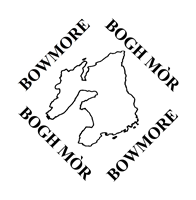
Bowmore Primary and ELCC

Bun-Sgoil Bhogha Mòr agus Sgoil-àraich

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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional** | | | | Session: 2021-2022 |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children's progress * School improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Strategic Priorities 3 Year Cycle Family Learning** | | | | |
| 2021-2022: | | 2022-2023: | 2023-2024: | |
| **Identify current school and ELC stance on Family Learning**   * Self Evaluation using HGIOS / HGIOELC 2.5 Family Learning . All teaching and ELCC staff   **Identify needs/ wants of parents**   * Parent Questionnaire to ascertain what parents want   **Strengthen home / school links and increase parent confidence to assist with learning across the curriculum and in GME**   * Links to numeracy/ literacy – provide literacy and numeracy bags . Phase 1 * Links to digital Priority 3 – ensure all families have access to technology, hardware at home , provide digital training on Seesaw , Internet Safety * Links to food guidelines by having a mini Healthy Eating Project * Termly targets of all children to include – How to Help at Home . Virtual Classroom with video links and activities * GMU – support videos * Endeavour – Increased involvement from parents / carers . Possibly amend the criteria   **Develop HWB and Nurture**   * Timetable Nurture sessions with appointed staff members – maintaining class bubbles * Use data from Boxall to target pupils **– PEF for Boxall subscription** * Staff member to participate in in-house and online training sessions **– PEF** * ASN staff , pupils and Class teacher to develop the Nurture Room – involve minor works – **PEF** * Implement and Resource Lego Therapy - **PEF** * Staff to use How Good is our Nurture and Build Back Better to Steer Nurture * Whole School Emotion Works and Parents Awareness Session of Emotion Works to be held online **– PEF for Emotion Works Subscription** * Revisit Boxall Data in June 22 to measure impact | | **Identify current school and ELC stance on Family Learning**   * Revisit Evaluations of 2.5 – identify strengths and gaps * Revisit Parent Questionnaire to identify further needs / wants * **Implement plans for Early Intervention by Engaging the wider parent body before their children start school** Implement Stay and Play ELCC (COVID allowing). Use PEF funding to support extra staffing. maintain a record of attendance * Work with community partners / health partners – possible twilights – SAL, Sensory / OT Awareness , ADHD or other ASL Twilights to inform , increase understanding and knowledge   **Strengthen home / school links and increase parent confidence to assist with learning across the curriculum and in GME**   * Increase Literacy/ Numeracy Bags and re-establish science bags * GME – possible project and links with other schools/ parents   **Develop HWB and Nurture**   * Continue to develop Nurture Planning * Continue to develop the Nurture Space and enable staff to engage in relevant training in line with identified Needs | **Identify current school and ELC stance on Family Learning**   * Revisit Evaluations of 2.5 – identify strengths and gaps * Revisit Parent Questionnaire to identify further needs / wants | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 2021-2022 | | | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people's health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | | **Collaboration and Consultation** | | | |
| **Who?** | **When?** | | **How?** |
| HT/CTs/CCEW | Aug 21-June 23 | | Parent Surveys |
| CTs | Aug21-June 22 | | SNSA/GL Data |
| CTs | Aug 21 – June 22 | | SNSA/GL/Moderation |
| PT/ Jo Clark | Aug21- June 22 | | Moderation |
| HT | Aug 21- Dec21 | | Surveys – Parent/Children?Staff |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** | | | |
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| **Priorities** | **Proposed Impact** | **Measures** | | | **Linked to PEF** (Y/N) | |
| A Pedagogical Approach to Numeracy | Speed of mental processing will improve  **Retrieval** will be used as strategy to improve problem solving – particularly word problems  And to increase the ability to Apply numeracy skills and knowledge across a range of learning/ experiences.  Increase Challenge across all classes  Increase in the Learner’s awareness of individual strengths and areas for development | Diagnostic Assessments   * Sumdog * TJ   SNSA  GL  Holistic Assessments  Feedback from Class Visits  Feedback to learners | | | Y | |
| Raise Attainment in Writing | Pupils across all levels will improve punctuation and grammar.  Pupils will demonstrate improved spelling in writing across the curriculum  Increased moderation between practitioners  Quality and quantity of writing will improve –pupils will be more confident to edit and redraft | GL Assessments  SNSA  Moderation | | | Y | |
| Realising our Digital Ambition | Training and development in the use of Seesaw as the main online platform for blended learning  Training staff in use of Microsoft suite of tools including Teams for collegiate work  Maximise use of Interactive Touch Screens in Class  Staff trained in use of and data analysis of Digital assessment tools  Develop a whole school approach to CRIS | Surveys and data analysis  Meeting personal/ professional targets  Moderation  Monitoring  Data Analysis  Achieve CRIS Award | | | Y | |
| Review and Revise Our Vision / Values and Aims | Engage with All Stakeholders to review and update our Curriculum Rationale , Vision , Values and Aims  Ensure that stakeholders within the School Community have increased clarity as to the School’s identity and Vision for all learners | Data from Surveys  Methods of Communication  Feedback from Parents, Partners , Pupils and Staff  Evaluation of QIs 3.1, 2.7 and 3.1 in June 22 | | | N | |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021 – 2022 |
| **Strategic Priority 1:** | Title: A Pedagogical Approach to Numeracy | | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | | |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| **Improve the speed Mental processing**   * Diagnostic Assessment and Weekly Mental Maths Tests * Whole school focus on Times Tables and introduction of HT award   **Increase awareness, knowledge and confidence of Retrieval as a pedagogical approach to numeracy and maths**   * CTs to participate in Retrieval Training to   **Amend Maths in-house Progression Framework**   * Stage Partners Review and amend progression in numeracy taking cognisance of a range of resources   **Class Observations to have a focus on Differentiation and Challenge**   * Implement class visits in the QA calendar   **Use effective questioning and feedback to increase the Learner’s awareness of individual strengths and areas for development**   * Through professional dialogue practitioners to have a clear understanding of effective questions * Create a Visual for reference within the class | Maureen Macdonald  All Class Teachers  Jo Clark  Amy Hannett / Arlene McKerrell / Kirsty Alexander – Early  Maggie Harrison/ Gillian Morris / Paul Gardiner- 1st  Jo Clark/ Linsay MacArthur / Morvern McPhee – 2nd  Maureen Macdonald  All Class Teachers | Diagnostics -Sep 21 / Jan 22  Weekly Tests – ongoing  Standardised – March – SNSA P1,4,7  June – GL All classes  Twilights twice per term  November 21 – March 22  2 visits per year for numeracy  Ongoing | Speed of mental processing will improve.  SNSA Data will reflect improvement for 90% of individual children from previous results  75% of children will show progression from GL Data 2021 to 2022  Data Analysis  All Teaching staff to confidently use Retrieval as strategy to improve problem solving – particularly word problems  All staff to provide an opportunity for children to Apply numeracy skills and knowledge across a range of contexts/ experiences. This will be done using holistic assessments  Numeracy and maths pathways will be more coherent and progressive  Increased Challenge observed in all class visit (2nd)  All teachers report increased confidence in use of differentiation in practice.  100% of pupils will be able to identify their areas of strength and areas for development and this will be reflected in their termly targets and shared with parents on Seesaw  All staff to have a shared understanding of effective questioning and to use in practice  All class teachers to refer to use the class visual in their classrooms |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021-2022 |
| **Strategic Priority 2:** | Title: Raise Attainment in Writing In English and GMU | | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| **Focus on Improving Punctuation and Grammar in response to GL Data**   * CTs will plan to Increase teaching time for punctuation and grammar. * CTs will regularly set mini P&G assessments   **Improve Children’s ability to apply spelling knowledge across all writing and across all curricular areas**   * Revisit / Review and amend Spelling Progression. * Daily short spelling drills. * Introduce HT Award for improved spelling   **Reintroduce a more regular and sustainable approach to moderation of writing**   * Implement Short moderation of writing sessions between stage partners twice termly. * Document in the QA calendar | All Class Teachers  Maureen Macdonald  CTs | From Aug 21- June 22  Sep 21 – June 22 | Pupils across all levels will improve punctuation and grammar.  80% of pupils will show improvement in GL assessments from session 20/21  SNSA results will show 90% of pupils have improved their Spelling P&G  Pupils will demonstrate improved spelling in writing across the curriculum.  CTs to maintain records of awards  Shared understanding of benchmarks/ Es and Os among all practitioners.  Quality and quantity of writing will improve –pupils will be more confident to edit and redraft.  95% of children will achieve their expected and individual writing targets |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2021-2022 |
| **Strategic Priority 3:** | | Title: Realising our Digital Ambition | | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | | | |
| **National Improvement Framework Key Drivers** | | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| **Training and development in the use of Seesaw as the main online platform for blended learning:**   * Online survey for parents / pupils re needs * Online training for parents * Twilights training sessions for all staff according to needs / remit * Twilights on   How to Use as tool to track progression through skills and Es and Os   * Ensuring progression in learning * Quality of feedback   **Training staff in use of Microsoft suite of tools including Teams for collegiate work:**   * Using Teams for use in class with upper school children to facilitate greater collaboration and prepare for transition to High School. * Use of Microsoft Forms for: surveys of parents, partners, pupils and staff and resulting data collection and analysis; as an assessment tool in class.   **Maximise use of Interactive Touch Screens in Class:**   * Teachers will receive training in use of new interactive touch screens to support active learning, develop skills of collaboration, communication and demonstration, boost engagement.   **Staff trained in use of and data analysis of Digital assessment tools:**   * Staff training in analysing and using SNSA data. * Staff hold joint discussions of tracking data at handover points and throughout the year with a focus on improvement and progression. * Joint school meetings to look at GL data and make whole school teaching decisions based on data. * Data from Boxall, York and other ASN assessments collated and discussed and bank of assessments made on Teams for identification of needs in class. * Mini staff training in use of excel and forms for data   **Effective use of Ipads in the Classroom and at home:**  Jo Clark and Arlene McKerrell to deliver APLS Training to CTs / CCEWs and ASNs  **Develop a whole school approach to CRIS:**   * Look at resources to be used for a teaching progression of internet safety that is future proof. * Ensure teaching is embedded in curriculum rather than one off lessons. * Include cyber resilience in teaching progression. * Create a list of possible resources to use for each stage. * Hold parents training events / raising Awareness sessions on CRIS run by senior pupils-digital leaders group * Ensure digital literacy in terms of understanding and evaluating information a key embedded part of the curriculum. | | Jo Clark  Jo Clark  Linsay MacArthur  Morvern McPhee  Jo Clark  Maureen Macdonald  Jo Clark  Arlene McKerrell | Aug21- June 21 | * Results from survey will indicate training needs * 50% of families participate in training * All support staff attend at least 1 training session and participate in evaluation of progress / impact * CTs/ CCEWs attend twilights and engage in monitoring/ moderation of tracking , progression, feedback * CTs in upper school to create at least one lesson per term using Microsoft teams * CTs create surveys during these lessons and analyse data   CTs create an assessment using Microsoft teams   * Stage Partners to engage in Sharing good practice , moderating * All CTs to engage in twilight training for GL/ SNSA analysis * CTs to engage in analysis with HT twice per year * Data used to inform SIPS and identify support needs across the school * All IEP and UCP targets to match needs of individual children * Early Intervention for support implemented * ASN / CA timetable to reflect needs within classes * All CTS engage in 4 APLS training sessions and agree to implementing 4 targets in class for use of ipads – across the session * Most ASNs and All CCEWs attend two training sessions and agree to implement two targets for use of ipads – across the session * CRIS to be embedded in year long planning – surveys for pupils staff and parents completed * Hold two online training events for parents - LINKED to Family Learning * Digital leaders analyse data from surveys and raise awareness among pupils and staff accordingly * Evaluate impact * Achieve CRIS award |
| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2021-2022 |
| **Strategic Priority 4:** | Title: Review and Revise Our Vision / Values and Aims | | | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | | | |
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| **Key Actions (How)** | **Lead Person** | | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| **Consultation with Stakeholders**   * Create and disseminate surveys to ;   Pupils  Parents  Partners   * Analyse Data * Share results   **Promote revised Mission Statement, Values and Aims with all Stakeholders**   * Redevelop Bowmore’s Curriculum Rationale Tree * Purchase merchandise to disseminate to stakeholders e.g fridge magnets, pens , bookmarks * Posters to be displayed in all classes and ELCCs   **Revise the Curriculum Rationale**   * Update the School’s and ELCC’s Rationale (English) * Update GME and Sgoil-àraich Rationale taking account of the Gaelic Language Plan aims * Share Rationale Booklet with Stakeholders via website, Twitter and Seesaw   **Create a sketchnote**   * Use IT to create a sketchnote * Sketchnote to be shared as above | Maureen Macdonald  Maureen Macdonald  Maureen Macdonald  Jo Clark/Ciorstaidh Alexander | | September 21 – October Break 21  October 21- December 21  October 21 – December 21  October 21 – December 21 | Data from surveys  Share results with all stakeholders involved to identify  All Stakeholders familiar with BPS VVA  Promotional material used in classes to promote good behaviour  The School Rationale will be easily accessible to all stakeholders  There will be a clear sketchnote depicting the Schools Uniqueness and Identity and will be easily accessible for all stakeholders |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2021-2022 |
| **Strategic Priority GME:** | Title: Increasing and Improving Reading Resources to meet learner’s needs / Sgoil-àraich outdoor Learning Area | | | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | | **Argyll and Bute Gaelic Language Plan Targets**  GLP 1 Promoting a positive image of Gaelic  GLP 2 Increasing the learning of Gaelic  GLP 3 Increasing the use of Gaelic | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | | **Success Criteria to facilitate evaluation of learners’ progress** |
| **Increase Reading Resource Bank in GME- PEF**   * Liaise with the Gaelic Book Council * Provide a range of reading resources suitable for each stage * Augment Reading resources to meet the needs of all learners in GME * Link to Reading outcome in Maintenance agenda * Use Giglets to further increase reading resources   **Use Seesaw to continue to support parents with vocabulary in reading books**   * All reading groups will have access to online support from Class teacher   **In collaboration with the Local Authority, Early Years and all Sgoil-àraich Stakeholders , create and develop an outdoor Learning Area for Gaelic Nursery**   * HT to complete an Equity Report for Gaelic Grant * Consultation with EY and Catriona Garvin * Photos to CG and Lorna Cameron * Consultation with architects – suitability survey? * Pricing and amendments * Consultation with stakeholders * Works start * Works Carried out and completed | Ciorstaidh Alexander  Morvern McPhee  Ciorstaidh Alexander  Morvern McPhee  Maureen Macdonald  Gillian Morris  Catriona Garvin  Lorna Cameron | September 21 and January 22  Aug 21- June 22  Aug 21 - ? | | Data from assessments will show an increase in reading ability by at east 5% across all stages  Targets for pupils with ASN in literacy will show an improvement in reading from previous data  Increase interest in reading among pupils and parents . Increased participation in FMRC  Parent Feedback on Seesaw will be positive  Planning will meet the needs of the setting and will meet all GL outcomes 1-3 (as above)  Consultation will be thorough and informative and feedback will be positive  Outdoor Area will be created  Outdoor Area will increase outdoor learning for GME ELC by 30% first year of implementation  Increased numbers into Sgoil-àraich 2022/23 |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021- 2022 |
| **ELC – Priority linked to Family Learning & Maintenance agenda** | | Title: Family Learning, Developing Outdoor Area and Piloting the online LAD Resource | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | | |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Family Learning Questionnaire – see two year priority  Results/ Feedback to determine next steps  Develop the school’s outdoor area to include an Outdoor decked area for use as an outdoor classroom.  Continue to develop the ELC outdoor area to maximise engagement / structured play **PEF**  Port Ellen and Bowmore ELCCs will pilot the online version of the LAD folder and staff will fully engage and be confident to use as part of their practice .  Focus on Transitions  Highland Literacy and Numeracy Tracking and  Moderation  Embed the 3 Assets into our practice  Develop our use of the Leuven scale  Improve PLPs on Seesaw - tag skills this will support evidence of progression, evaluate learning and give next steps, add 'All About Me' at the start and 'More About Me', make it personal and include WOW moments (all children's Seesaw should be different as they all have different interests). | Gillian Morris  Maureen Macdonald  Gillian Morris  Gillian Morris | Aug 21 – June 22  November 21 – June 22  August 21 – Dec21 | High level of engagement in Survey  Strengthen home / school links and increase parent confidence to assist with learning across the curriculum  Funding will be in place to enable The ELC to have an outdoor classroom  Outdoor learning will increase by a further 20% - raising this to stipulated 50%  Feedback from Visits  Self – Evaluation of 3.2  Transitions from nursery to P1 will be smooth – feedback from staff, children and parents – survey  Cross setting moderation for highland literacy and numeracy will ensure shared understanding of standards and expectations and will inform planning  Literacy and Numeracy will be tracked on GLOW – pupils progress will be routinely tracked and data will be analysed between CCEW and PT  Staff digital skills will improve  As a result of the above – Early intervention and support will be implemented as soon as possible. |

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| **Establishment Maintenance Improvement Planning – Optional** | | Session: 2021-2022 |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **Argyll and Bute Education Key Objectives** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children's progress * School improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Key Actions (from previous plans):** | | |
| 1. **Continue to Raise Attainment in Reading**  * Use recent data to address outstanding areas for further Development in reading * Whole School Focus on Authorial Technique * CTs long term planning- for literacy to include opportunities to improve Authorial Technique * Increase opportunities in each class to work on complex inference * Continue to follow the assessment, tracking and monitoring timetable \*including ;   Diagnostic to establish Reading Age – August, January  YARC Assessments for children with Additional needs in literacy – August , January  XBRA update November, February, June  SNSA P1,4,7 – May  GL – P1-7 – June  Transition Information Shared – June   * Continue to use PEF money to augment reading resources inc those for children with ASN * Children continue to target set every term * Increase awareness of the importance of reading as a lifelong skill through the Family Learning Agenda – surveys, workshop * Continue to improve the reading culture in the school by engaging with parents through Seesaw * Continue to participate in the FMRC , World Book Day * Celebrate Success in Reading throughout the year   **Continue Self – Evaluation for Self Improvement**   * Staff to engage in regular evaluation of HGIOS / HGOELC QIs 3.1, 1.3., 2.2, 2.3, 3.2, 2.1 * Use evaluation wheels to gather data and identify areas of strength and areas for development * Evaluation sessions to be highlighted in the QA Calendar and the WTA * Use the triangulation of evidence to enable staff and Pupils to identify areas of strength and areas for development , this is ;   Qualitative  Quantitative  Direct Feedback   * Develop evaluation sessions with pupils using QA calendar and Wee HGIOS * Use information from evaluations to inform improvements * Regularly share information with parents – via seesaw, PC meetings   **Continue developing Play Pedagogy and Outdoor Learning**   * Staff engage in self-evaluation about Play * Identify training needs / areas for further development. * Roll out play up to P2-4 * Create cross school partners for support and planning * New P1/2 teacher participate in Play Pedagogy Training – **PEF** * Continue to increase loose parts resources across all stages * Continue to develop the outdoor area to include a decked multipurpose area able to take a tarpaulin– **PEF** * **LINK TO GME PRIORITY –** in partnership with Argyll and Bute – create and develop an outdoor area for Sgoil-àraich * **LINK TO FAMILY LEARNING –** in consultation with pupils , support staff and A&B , develop a sensory /nurture room that will meet the range of complex needs of children across all stages | | |

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| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | | | | | School Name: Bowmore Primary School | | | | | | | | | |
| **School Report on PEF Expenditure and Impact 2021-22**  **Identify:**   * Who is the target group? What is the gap? SIMD data? FSME? Community context? * Think about your equalities groups that may be disproportionately affected by deprivation. * What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app * **To be included:**   - School locality (rural, urban, remote rural, etc. <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx>  -% FSME  - % SIMD 1/2 and other bands as appropriate | | | | | | | | | | | | | | | | | | | | | | |
| **Bowmore Primary School is classed as remote rural.**  **School Roll**  P1-7 EM = 53  P1-7 GME = 14  **SIMD Data – Deciles**  52% Band 8  12% Band 11  36% Band 12  **FSM Data**  6 Pupils EM = 9%  2 Pupils GME = 3%  **ASN**  14 Pupils from P1-7 EM/ GME have a UCP = 21%  19 additional pupils from P1-P7 EM/GME have individual targets for literacy and numeracy = 28%  Support for Literacy is 27 = 40%  Support For numeracy is 21= 31%  8 Families have been identified as requiring additional support due to socio-economic background .  18 pupils require support for Nurture= 27%  Targeted PEF Interventions will support ;   1. Nurture for pupils who have been identified through Boxall Profiles 2. Support for Literacy 3. Support for Numeracy 4. Supporting our Digital Ambition – maintaining our digital infrastructure , new ipads . 5. Support for Family Learning 6. Improving the Outdoor Area 7. Play Pedagogy Training | | | | | | | | | | | | | | | | | | | | | | |
| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | | | | | |  | | | | | | | | |
| **Staff Spend Details** \* Note: - Please see information from HR regarding PEF posts | | | | | | | | | | | | | | | | | | | | | | |
| **Name** | | | | **Post** | | | | **Start Date** | | | | | | **Proposed End Date** | | | | | **Cumulative Time in Post** | | | |
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| **Highlight the Intervention for Equity addressed by your PEF interventions/projects** https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity | | | | | | | | | | | | | | | | | | | | | | |
| Early intervention and prevention | | \* | Social and Emotional Wellbeing | | \* | | Promoting Healthy Lifestyles | | |  | Targeted approaches to Literacy and Numeracy | | | | \* | Promoting a High Quality Learning Experience | | | | \* | Differentiated Support | \* |
| Employability and Skills Development | |  | Engaging Beyond the School | |  | | Partnership Working | | |  | Professional Learning and Leadership | | | | \* | Research and Evaluation to Monitor Impact | | | |  | Using Evidence and Data | \* |
| **Spend Details**  \* Please note that your PEF spend plan should be shared with your AFA who will profile this budget line and monitor it monthly. | | | | | | | | | **Carry Forward 2020/21** | | | | | | | | | **PEF Allocation 2021-22** | | | | |
| Literacy Subscriptions – 700  Reading Material (lit) - 500  Staffing Support (lit) 480  Supported Study Digital 2635  Resources Numeracy Sumdog 150  Purchased/Commissioned Services Assessments subscriptions 450  Other Nurture 5000  Professional study 300  Seesaw 290 | | | | | | | | | £ 2558 | | | | | | | | | £ 8454 | | | | |
| **Mid-Year Spend checkpoint**  Identify any significant changes in expenditure. | | | | | | | | | **Final spend**  Identify any significant changes in expenditure. | | | | |
| £ | | | | | | | | | £ | | | | |
| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | | | | | | | | |  | | | | | |
| **What are you planning to do with your PEF Allocation?**   * Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. * How have you consulted with and involved parents/carers and pupils in the process? * Aim and expected impact of proposals. * Plans to work in partnership with other schools/local partners/providers, if applicable * Link to Our Children, Their Future * Link to HGIOS 4 Quality indicators / NIF * Which organiser does the planned key actions fall within – Teaching and Learning, Leadership, Family and Community | | | | | | **How will progress be measured (what, when and how)?**   * How will you know your interventions are having an impact/improving outcomes? * Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). * Data, new and existing, which will be required. * Plans for how data will be collected and reported. | | | | | | | | | | | **What was the impact of your planned interventions?**   * Do you have quantitative and qualitative data that tells the story of attainment and achievement for the target group(s)? * What was the impact for pupils based on the outcome(s)/measures(s) you identified? | | | | | |
| **Area, Lead Person, Organiser and Key Document Links** | **Key Actions**  ***This is what we are planning to improve attainment in the areas we have identified for the target groups experiencing disadvantage.*** | | | | | **Outcome and Measure**  (Success Criteria to facilitate evaluation of learners’ progress)  ***This is what we want to happen for the pupils by when and by how much and includes how we will measure this.*** | | | | | | **Mid-Year Progress**  (To be completed mid school year Dec/Jan.)  ***What is progress is looking like based on your planned action/outcome/measure – on track, complete, not on track? Do you need to adapt or abandon plans?*** | | | | | **Impact**  (To be completed at the end of the school year with data to be used in reporting in the SQR.)  ***How did you meet the aims set out in your proposed interventions?***  ***What data do you have that evidences impact?***  ***Identify any significant changes in expenditure.*** | | | | | |
| Literacy  Maureen Macdonald  Links to NIF, OCTF, HGIOS | Target group will demonstrate progress in the following literacy skills:  Target group will demonstrate progress in literacy skills of:  - phonemic awareness  - phonological awareness  - blending and segmentation  - reading fluency  -Authorial Technique  -Complex Inference  - spelling  - comprehension skills  - vocabulary  - Punctuation and Grammar | | | | | Data for Early Years Target group will from Emergent Literacy and will show increase in Phonological awareness and reading fluency  Resources to Support this will be Oxford Owls  Dandelion Readers  Floppy’s Phonics  Data for First and Second Level target group will be taken from YARC, GL and SNSA  Target group will show improvement in fluency, accuracy and comprehension from first collection of data in August (YARC) to second collection in January.  GLs will show improvement of 70% of target group in skills like authorial technique , comprehension and punctuation and grammar in writing .  95% of Pupils in P7 will show improvement in SNSA data from last SNSA  Resources to support this is  Nessy  Toe by Toe  Code Cracker  Stareway to spelling  Phonics based Reading material | | | | | |  | | | | |  | | | | | |
| Numeracy  Maureen Macdonald  Links to HGIOS, NIF, OCTF | Target group will demonstrate progress in numeracy skills of:  - number concept  - mental agility  - problem solving  - language of maths  - beyond number concept  - use of maths in real life contexts  - retrieval | | | | | Data from Sumdog diagnostic for Early to second level target group will show improvement in numeracy  Data from Highland Numeracy will show increased knowledge of number concept for Early level (this will be the first year using this data )  SEAL will continue to support pupils in Early and First level .  Data from standardised assessments – SNSA/ GL will show a 75% increase in mathematical ability , number concept.  P&A data will show at least 90% of target group have improved numeracy skills from session 20/21 to session 21/22  Resources to support numeracy  Sumdog  Plus 1 / Power of 2  SEAL  CTs will be trained and will use Retrieval – pedagogy to establish number skills . | | | | | |  | | | | |  | | | | | |
| Nurture / HWB  Gillian Morris  Links to HGIOS/ NIF/OCTF | Identified pupils will develop their skills, attitudes and resilience to be more ‘learning ready’.  - spending more time in class  - more time engaging with teacher designed activity  - less time (or less number of) being dysregulated  - an improved sense of self-worth and ambition.  - increased motivation  - increased understanding of vocabulary of emotion  - increased understanding and use of self-regulation strategies.  - increased perseverance  - More compliant when in class | | | | | Target Group will show improvement in most areas of boxall data.  Target group will participate in nurture twice weekly and Emotion works will be used to increase emotional literacy, being more aware of emotions, developing strategies to deal with various situations  Nurture room to be created within the school – revamp current base for ASD pupil  Decked area outdoors to be developed  Target group will show increased self regulation through use of Lego Therapy  Early Years target group will show more focus and concentration in play . Increased opportunities for role play outdoors through increased open ended resources | | | | | |  | | | | |  | | | | | |
| Digital Equity and Family Learning  Jo Clark  Links to HGIOS/ OCTF/ NIF | Target Group will have access to devices to increase skills across learning  -Increased participation in homework  -Increased parent involvement in Seesaw, events like Internet Safety, Gaelic homework  - Increased parent confidence through Seesaw training .  - Increased family participation in our family Learning programme . Needs and wants to be identified through parent survey | | | | | Increase parent participation by 30% across all events  100% of families to be engaged on Seesaw  100% of target group parents to leave feedback for their children’s learning  80% of parents from target group to be involved in CRIS events | | | | | |  | | | | |  | | | | | |