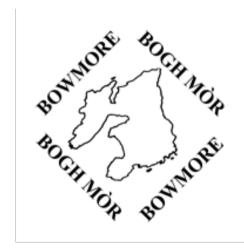Education

Establishment Improvement Plan

2021 - 2022

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
	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
		Identify current school and ELC stance on Family Learning
		
		  - Revisit Evaluations of 2.5 – identify strengths and gaps

- School and MYFOS (MacTaggart Youth and Families Outreach Services) joint Parent Questionnaire to ascertain what parents want from school and within the community

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 – **Resourced with PEF Money**
- Links to digital Priority 3 – ensure all families have access to technology, hardware at home , provide digital training on Seesaw , Internet Safety- **PEF used for hardware and Apps**
- Links to food guidelines by having a mini Healthy Eating Project . **Resources from PEF**
- 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 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

- Revisit Parent Questionnaire to identify further needs / wants

• 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		

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies — Session: 2021-2022

National Improvement Framework Key Priorities

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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

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2021 – 2022

Strategic Priority 1:	Title: A Pedagogical Approach to Numeracy

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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**
Improve the speed Mental processing Diagnostic Assessment and Weekly Mental Maths Tests	Maureen Macdonald All Class Teachers	Diagnostics -Sep 21 / Jan 22 Weekly Tests – ongoing Standardised – March – SNSA P1,4,7	June – GL All classes	Speed of mental processing will improve. SNSA Data will reflect improvement for 90% of individual children from previous results

• Whole school focus on Times Tables and introduction of HT award			75% of children will show progression from GL Data 2021 to 2022 Data Analysis
Increase awareness, knowledge and confidence of Retrieval as a pedagogical approach to numeracy and maths • CTs to participate in Retrieval Training	Jo Clark	Twilights twice per term	All Teaching staff to increase knowledge and awareness of Retrieval and confidently use Retrieval strategies 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
Amend Maths in-house Progression Framework • Stage Partners Review and amend progression in numeracy taking cognisance of a range of resources	Amy Hannett / Arlene McKerrell / Kirsty Alexander – Early Maggie Harrison/ Gillian Morris / Paul Gardiner- 1st Jo Clark/ Linsay MacArthur / Morvern McPhee – 2nd	November 21 – March 22	Numeracy and maths pathways will be more coherent and progressive
Class Observations to have a focus on Differentiation and Challenge • Implement class visits in the QA calendar	Maureen Macdonald	2 visits per year for numeracy	Increased Challenge observed in all class visit (2nd) All teachers report increased confidence in use of differentiation in practice.

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 – link to GAPE • Create a Visual for reference within the class	All Class Teachers	Ongoing	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 Self evaluation – Effective questioning . Individual feedback from rating All staff to have a shared understanding of effective questioning and to use in practice . Self evaluation at end of session All class teachers to refer to use the class visual in their classrooms
Refresh and re implement Numeracy and Problem Solving homework bags for pupils in year groups 1 & 2 and G1-3 - PEF • Audit Previously used Maths bags to ascertain gaps in resources • Parent survey prior to use • Parent Survey at the end of the session	Kirsty Alexander Arlene McKerrell	February 22 – June 22	All Parents using the Maths bags will report an increase in confidence to help their child with number / maths / Problem Solving At least 50 % of parents will engage with the bags consistently Data from various assessment sources will show an increase in attainment in problem solving skills by 5% overall.

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

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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 (How)	**Lead Person**	**Timescale**	**Success Criteria to facilitate evaluation of learners' progress**
Focus on Improving Punctuation and Grammar in response to GL Data – PEF linked (Assessments)	All Class Teachers Maureen Macdonald	From Aug 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

- CTs will plan to Increase teaching time for punctuation and grammar. - CTs will regularly set mini P&G assessments			SNSA results will show 90% of pupils have improved their Spelling P&G
==Improve Children's ability to apply spelling knowledge across all writing and across all curricular areas - PEF== - Revisit / Review and amend Spelling Progression. - Daily short spelling drills. - Introduce HT Award for improved spelling - Use a range of resources to improve spelling knowledge and skills	CTs	Sep 21 – June 22	Pupils will demonstrate improved spelling in writing across the curriculum. CTs to maintain records of awards Data will show an increase of at least 5 % in parent engagement in helping their child with spelling tasks
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			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

Operational Improvement Planning (Action Plan) for Establishment:	Session: 2021-2022

Strategic Priority 3:	Title: Realising our Digital Ambition

National Improvement Framework Key Priorities

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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 (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	Jo Clark	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 • All CTs/ CCEWs attend twilights and engage in monitoring/ moderation of tracking , progression, 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.	Jo Clark Linsay MacArthur Morvern McPhee		• 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

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.	Jo Clark Maureen Macdonald		• Stage Partners to engage in Sharing good practice , moderating • Pupil Survey will highlight positive and helpful use of the boards for literacy and numeracy . Positive feedback from at least 80% of pupils
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	Jo Clark Arlene McKerrell		• 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

Effective use of Ipads in the Classroom and at home: Jo Clark and Arlene McKerrell to deliver APLS Training to CTs / CCEWs and ASNs Replacement of obsolete ipads - PEF			• 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 • Pupil Feedback – impact of use of ipads in their learning
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			• 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

information a key embedded part of the curriculum.			

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

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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**

Consultation with Stakeholders
 	
    • Create and disseminate surveys to ;
      Pupils
	Maureen Macdonald	September 21 – October Break 21	Data from surveys
			
			Share results with all stakeholders involved to identify

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	Maureen Macdonald	October 21- December 21	All Stakeholders familiar with BPS VVA Promotional material used in classes to promote good behaviour
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	Maureen Macdonald	October 21 – December 21	The School Rationale will be easily accessible to all stakeholders
Create a sketchnote • Use IT to create a sketchnote • Sketchnote to be shared as above	Jo Clark/Ciorstaidh Alexander	October 21 – December 21	There will be a clear sketchnote depicting the Schools Uniqueness and Identity and will be easily accessible for all stakeholders

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	Argyll and Bute Gaelic Language Plan Targets
• 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.	GLP 1 Promoting a positive image of Gaelic GLP 2 Increasing the learning of Gaelic GLP 3 Increasing the use of Gaelic

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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	Ciorstaidh Alexander Morvern McPhee	September 21 and January 22	Data from assessments will show an increase in reading ability by at least 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
Use Seesaw to continue to support parents with vocabulary in reading books • All reading groups will have access to online support from Class teacher	Ciorstaidh Alexander Morvern McPhee	Aug 21- June 22	Parent Feedback on Seesaw will be positive – explicit
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	Maureen Macdonald Gillian Morris Catriona Garvin Lorna Cameron	Aug 21 - ?	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

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

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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 – in collaboration with MYFOS Results/ Feedback to determine next steps	Gillian Morris	Aug 21 – June 22	High level of engagement in Survey- 75% Strengthen home / school links and increase parent confidence to assist with learning across the curriculum
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**	Maureen Macdonald Gillian Morris	November 21 – June 22	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
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	August 21 – Dec21	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.

Establishment Maintenance Improvement Planning – Optional	Session: 2021-2022

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Key Actions (from previous plans):

1. **Continue to Raise Attainment in Reading - PEF**
- 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

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
- <mark>To be included:</mark>
  - 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
				years months
				years months
				years months
				years months

Highlight the Intervention for Equity addressed by your PEF interventions/projects   PEF Targets / Interventions Highlighted in Blue across the SIP

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**
Staffing Supported Study Resources Purchased/Commissioned Services Other	Literacy Subscriptions – 700 Reading Material (lit) - 500 Support (lit) 480 Digital 2635 Numeracy Sumdog 150 Assessments subscriptions 450 Nurture inc lego 4000 Free Fruit 500 Professional study 300 Seesaw 290 Numeracy Bags 250 Food for Healthy Eating 150	£ 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?	**How will progress be measured (what, when and how)?**	**What was the impact of your planned interventions?**
• 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	• 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.	• 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?

Link to HGIOS 4 Quality indicators / NIF • Which organiser does the planned key actions fall within – Teaching and Learning, Leadership, Family and Community				
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 .	Data shows ; % on track with reading % on track with spelling % on track with writing Purchased Sir Linkalot Resource in December Trial oeriod showed high levels of engagement in spelling in class Positive feedback from parents who used it on Seesaw . Joint School Purchase	

		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 . All children in P1/2 EM and G1-3 GM will benefit from engaging in home learning maths bags All Parents using the Maths bags will report an increase in confidence to help their child with number / maths / Problem Solving At least 50 % of parents will engage with the bags consistently Data from various assessment sources will show an increase in attainment in problem solving skills by 5% overall.		
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.	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		

	- 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 increased self regulation through use of Lego Therapy Teacher Feedback – reduction in behaviour incidents 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		
Family Learning – Healthy Eating	Target Group will have increased cooking skills and food knowledge to make two simple , cost effective healthy meals	85% of the target group will report improved awareness of Cooking techniques and skills Nutritional value of two meals Improved knowledge of healthy food choices and the benefits of eating healthily		