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Campbeltown Grammar School



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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional** | | | | Session: 2020/21 |
| **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** | | | | |
| 2020-2021: | | 2021-2022: | 2022-2023: | |
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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | Session: 2020/21 | | |
| **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?** |
| Staff | October 2020 and regular reviews as part of quality assurance calendar | Staff consultation and participation in SIP development |
| Learners | October 2020 and regular reviews as part of quality assurance calendar | Learner surveys |
| Parents/Carers  and Partners | October 2020 and regular reviews as part of quality assurance calendar | Community surveys and parental/partner engagement activities |

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| **Priorities** | **Proposed Impact** | **Measures** | **Linked to PEF** (Y/N) |
| Improve consistency in quality of pupils’ learning experiences. | Improved quality of lessons in the form of lesson plans, formal observations, departmental assessment & moderation procedures and other quality assurance activities. | 100% of observations will see all teachers building a selection of ingredients into all of their lessons.  Increased pace and challenge will be seen and recorded in over 90% of all lessons observed.  Over 80% of learners surveyed will report an improved understanding of peer assessment and an increased ability to assess others' and their own performance and progress. | N |

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| **Priorities** | **Proposed Impact** | **Measures** | **Linked to PEF** (Y/N) |
| Raise attainment, particularly in literacy and numeracy and reduce the attainment gap | Attainment raised through improved assessment and moderation in Numeracy, Literacy and HWB Across the Curriculum.  Increased pace and challenge within BGE courses across all subjects to ensure pupils are more prepared for a progression route into National 5.  Raised SQA attainment and equity across all SIMD groups. | SQA results and INSIGHT data, SNSA data at S3, CAT testing, SEEMIS tracking and monitoring data and formal observations, ABC Further Update Progress Report. Data analysis will demonstrate an improvement in performance across all year groups and attainment will be in line with virtual comparator school and Local Authority and National data.  Pupil questionnaires, parental, teacher feedback, SLT tracking/data conversations will record raised awareness of learners’ strengths and areas for improvement to ensure all learners are able to make progress and be appropriately supported as soon as they join new classes. | Y |
| School Relationships and Ethos | Improved relationships and ethos throughout the school with a focus on our Positive Behaviour Policy - Ready to Learn, Safe in all we do, Respectful of all. | Learner surveys will indicate over 85% describe relationships between learners and staff as positive.  Successes and achievements will be celebrated in Newsletters and assemblies.  Evidence of all staff taking responsibility for setting high expectations. Staff PRDs, staff feedback and improved morale within staff.  Learning Visits showing all staff embedding Positive Behaviour Policy and Visual Consistencies. | N |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | Session: 2020/21 |
| **Strategic Priority 1:** | Title: Improve consistency in quality of pupils’ learning experiences. | |
| **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 |

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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Improve the quality and consistency of the school’s approaches to self-evaluation. | D Fyfe | Throughout Session 2020/21 as per [QA Calendar](https://docs.google.com/document/d/1p12AMuNEZ6aTvYnNrAZXOQG23-BoHSnO/edit). | A planned and purposeful calendar of QA activities which supports ongoing self-evaluation and informs planning.  All staff feel that they contribute meaningfully to school improvement through DIPs and working groups. Opportunities are provided throughout the session to engage effectively with all stakeholders and inform all aspects of school improvement. All stakeholders have a shared understanding of the school's priorities for improvement and progress and progress made with these throughout the session. |
| Ensure consistently high quality learning experiences for all learners. | B Campbell | Throughout Session 2020/21 as per [QA Calendar](https://docs.google.com/document/d/1p12AMuNEZ6aTvYnNrAZXOQG23-BoHSnO/edit) with monthly reviews of formal and informal observations. | SLT observations will record consistent high quality lessons. ES grading will be used and 85% will be graded 4 and above |
| Focus on [12 Ingredients for an Excellent Lesson](https://blogs.glowscotland.org.uk/ab/campbeltowngs/school-policies/learning-and-teaching-statement/), particularly active learning, digital technologies, group discussion, feedback and high order questioning to improve quality of learning and teaching. | PTs, SLT |  | 100% of observations will see all teachers building a selection of ingredients into all of their lessons.  PTs to complete an observation of each department teacher each term and record quality of lesson observed. 0ver 85% will be graded 4 or above.  SLT to observe most teachers within link department per term and record quality of lesson observed.  Evidence of improved quality of lessons in the form of lesson plans, formal observations, departmental assessment & moderation procedures and other quality assurance activities. |
| Improve differentiation. | K Fletcher, M Walker  All Teaching Staff | August 2020 and throughout the year as per QA Calendar. | Learning Support teachers assigned link departments to develop closer working relations. Focus on differentiation at DM’s and Learning Visits. More effective differentiation will lead to increased pace and challenge. This will be seen and recorded in over 90% of all lessons observed. |
| Further development of pupils' understanding of their working levels and how to improve. | B Campbell | October 2020 and as per QA Calendar | High quality verbal and written feedback. More effective peer and self-evaluation. Over 80% of learners surveyed will report an improved understanding of peer assessment and an increased ability to assess others' and their own performance and progress. |
| Increased use of Interdisciplinary Learning. | B Campbell | August 2020 and as per QA Calendar | Pupil engagement and enjoyment of IDL and improved understanding of transferable skills. Over 80% of learners surveyed will report an enjoyment of IDL and an improved understanding of transferable skills |
| Increase leadership roles for young people. | D Fyfe | August 2020 | Opportunities for senior pupils to lead IDL, RRSA etc. Over 80% of Senior Phase learners surveyed will record taking part in Leadership opportunities.  Opportunities for BGE pupils to lead through S3 Captains, MyWoW Ambassadors and Junior Pupil Council. |
| Follow on from Learning Rounds to themed focus in peer teacher learning visits throughout Session 20/21. | B Campbell | August 2020 | Evidence of peer observations and sharing of good practice throughout the school. All teachers will have participated in at least 2 peer observations throughout the session. |
| Promote opportunities for CLPL linked to priorities in SIP | SLT & PTs |  | Number of teachers taking up CLPL opportunities. Regular discussions at DMs that impact on SIP |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | Session: 2020/21 |
| **Strategic Priority 2:** | Title: Raise attainment, particularly in literacy and numeracy and reduce the attainment gap | |
| **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; * 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** |
| Improve assessment and moderation in Numeracy, Literacy and HWB Across the Curriculum  Continue to develop use of student log books for HWB, Literacy and Numeracy developed by L Rigney and J MacGregor via PEF funding. | SLT, L Rigney, J MacGregor | Baseline Data gathered and analysed by end September 2020. | SQA results and INSIGHT data, SNSA data at S3, CAT testing, SEEMIS tracking and monitoring data and formal observations, ABC Further Update Progress Report. Data analysis will demonstrate an improvement in performance across all year groups and attainment will be in line with virtual comparator school and Local Authority and National data. |
| Collect baseline data through primary information, GL Assessment, ACEL, SNSA, Moderation and Assessment data from departments. | D Fyfe, E McGeachy (BGE), B Campbell (Senior Phase) | Standardised system for tracking and reporting BGE by end September 2020. | Pupil questionnaires, parental, teacher feedback, SLT tracking/data conversations will record raised awareness of learners’ strengths and areas for improvement to ensure all learners are able to make progress and be appropriately supported as soon as they join new classes. |
| Update and implement a consistent, more streamlined approach throughout all subjects to track and monitor progress in BGE. New Progress + Achievement through SEEMIS will provide more robust tracking in BGE. Continue to develop Senior Phase tracking. | Intervention strategies implemented and reviewed throughout Session 2020/21. | Over 80% of those learners who have received intervention support will agree in surveys this has helped them achieve more.  All teachers will continue to develop their analyses of tracking data. Hold learner conversations to reflect on progress, decisions about approaches to learning and teaching and next steps for young people. |
| Continue to use this data to implement intervention strategies and utilise Personal Support teacher input | SLT, PTs |  | Over 80% of learners will agree in surveys that Personal Support has been relevant and useful to their HWB and achievement. |
| Implement a streamlined approach to BGE and SP reporting to parents with 3 reporting phases using ‘2 star and a wish’ to allow for consistent communication with pupils and parents. Provide informed feedback, next steps and how parents can support learning. | D Fyfe, E McGeachy (BGE), B Campbell (Senior Phase) | September 2020 | Over 80% of parents and carers will agree in surveys that they feel adequately informed and able to support their children’s learning. |
| To review curriculum rationale involving all partners, parents and learners. | B Campbell  Curriculum | November 2020 | Almost all stakeholders feel they have contributed to the development of the curriculum rationale. Young people, parents and staff are better informed about available pathways.  Increase pace and challenge within BGE courses across all subjects.  Encourage pupils to study at Level 5, raise aspirations, remove levels on options forms.  Over 80% of learners will agree in surveys that they are confident about moving into National 5 courses.  There will be a continued rising trend in the number of learners embarking on National 5 courses. |
| Capture robust evidence of progress over time for all pupils using data provided by all subject areas in a whole school tracking and monitoring spreadsheet | D Fyfe, PTs | Review and analysis of data collected SP : September 2020, November 2020, February 2021 BGE: September 2020, January 2021, March 2021, May 2021 | Analysis of Working Grades in Senior Phase.  Analysis of Progress & Achievement in BGE.  Data on interventions made and analysis of impact. |
| After staff training, implement the use of myWOW to create pupil profiles and track improvements in learning and evidence the wider achievements of pupils. | R Wilson | Staff training throughout Session 2020/21 | Consistent use of MyWOW Profiles for all pupils. Profiles used to inform appropriate interventions. |
| Learner conversations with Guidance and Personal Support teachers will help ensure equity and identify opportunities to close the attainment gap and make effective use of PEF | K Fletcher | Guidance and Personal Support teachers will conduct learner conversations regularly and in line with the Quality [Assurance Calendar](https://docs.google.com/document/d/1p12AMuNEZ6aTvYnNrAZXOQG23-BoHSnO/edit). | Over 80% of learners will agree in surveys that they have found learner conversations useful to their achievement. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | Session: 2020/21 |
| **Strategic Priority 3:** | Title: School Relationships and Ethos | |
| **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; * 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** |
| Introduction of a daily Personal Support lesson which will regularly share our Charter, vision and values along with literacy, numeracy and health and wellbeing activities, providing daily contact with 1 Personal Support Teacher, building positive relationships with staff and pupils. This will also provide a pastoral care opportunity for Pupil Support teachers for individual interviews. | K Fletcher, all staff | October 2020 | Pupils actively engage in Personal Support lessons and build positive relationships. Pupils are responsible for gathering evidence on LIT, NUM, and HWB in Personal Support and self-evaluate their progress with support of their PS teacher. Pupils have more contact with 1 teacher daily and more access to Pupil Support. Regular review of Personal Support and feedback from staff and pupil will indicate over 80% in agreement that relationships have improved. |
| A yearly planner created with collegiate, inset and DM's to plan for collaboration and build positive working relationships. | E McGeachy | August 2020, review May 2021 | Quality assurance and self evaluation procedures fully embedded and [Calendars](https://docs.google.com/document/d/1p12AMuNEZ6aTvYnNrAZXOQG23-BoHSnO/edit) updated. All staff responsible for setting high expectations. GTCS standards used in collegiate time and PRDs. [Coaching training](https://professionallearning.education.gov.scot/learn/coaching-and-mentoring-matters/introduction/) and coaching based PRDs for all staff. Staff PRDs, staff feedback and improved morale within staff. |

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| Reinforce our Positive Behaviour Policy - Ready to Learn, Safe in all we do, Respectful of all. Emphasis on these as expectations of everyone working within the CGS community. This will be supported in Personal Support, all lessons and regular assemblies where successes will be celebrated. | SLT | August 2020, review January 2021 | SLT attended Columba 1400 to develop understanding of leadership and relationships. SLT will set expectations and consistently high standards of professionalism will be modelled by all staff resulting in consistent and respectful behaviour of all in line with Expectations for All. Observations, focus groups and pupil feedback. |
| Merit system will be evaluated and simple merits issued and collated to stimulate healthy inter house competition. | SLT | August 2020, review January 2021 | All staff using the new merit system. Increase in merits issued across the whole school. Increased inter house competition. All staff taking every opportunity to promote our positive behaviour strategy. |
| Continue to work closely with the Parent Council to develop relationships with families and community. | D Fyfe | Ongoing. monthly meetings with Parent Council | High quality partnership working with the Parent Council and the community. PC meetings are regular and in good attendance. Regular collaboration between PC and CGS staff and pupils. |
| Increase engagement with partners to build good relationships with parents/carers, families and the local community. | K Fletcher, R Wilson, Guidance Teachers | August 2020, review January 2020 | Strengthening leadership roles throughout the school with all staff contributing and leading working groups within the school and work collaboratively with SLT and partners such as Argyll College, CLD, Employers and Primary clusters on taking forward school priorities. 90% of senior pupils actively taking leadership roles through leadership lessons. |
| Increase engagement with families and local community to build good relationships with parents/carers, families and the local community. | E McGeachy | August 2020, review January 2020 | Family learning and engagement opportunities are developed in line with the School Parental Engagement Strategy eg Study skills evenings. Parental and pupil feedback.  Personal Support 'journals' and pupil feedback on positive behaviour policy. 80% reduction in referrals and improved relationships with staff. Majority of pupils and staff report via questionnaire that relationships have improved.  Continue to ensure quality consistency and rigour in our complaints procedures. |
| Continue to ensure consistent high quality recording, monitoring and analysis of incidents of bullying and racism. |  |  | Training on recording of incidents and analysis of these.  Improved consistency with dealing and recording of these incidents.  Planned analysis at key points throughout the session to identify trends and patterns and respond to these. |
| Pupil council continues to link with RRS, meeting weekly and making a valued contribution to improvement of the whole school. | A Murray (BGE)  D Fyfe (SP) | August 2020 | Pupil Council Minutes and pupil questionnaires. Focus group through Pupil Council report improvement in Ethos and relationships. |

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| **Establishment Maintenance Improvement Planning – Optional** | | Session: 2020/21 |
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| **Key Actions (from previous plans):** | | |
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| **Pupil Equity Funding | Planning and Reporting** | School Name: Campbeltown Grammar School |
| **School Report on PEF Expenditure and Impact 2020-21**  **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 | |
| School Roll 385  FSM 14.17 %   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **S1** | 14.47% | **S2** | 22.58% | **S3** | 12.31% | **S4** | 14.49% | **S5** | 14.29% | **S6** | 4.35% |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | SIMD | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | | 1 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | 2 | 14.47 | 22.58 | 13.85 | 13.04 | 15.87 | 28.26 | | 3 | 15.79 | 11.29 | 13.85 | 5.80 | 7.94 | 10.87 | | 4 | 7.89 | 9.68 | 7.69 | 7.25 | 4.76 | 4.35 | | 5 | 13.16 | 4.84 | 15.38 | 14.49 | 14.29 | 8.70 | | 6 | 32.89 | 37.10 | 30.77 | 40.58 | 39.68 | 28.26 | | 7 | 15.79 | 14.52 | 18.46 | 18.84 | 17.46 | 19.57 | | 8-10 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |     We have had a trend of underperformance compared to the national trend across all SIMD bands, particularly in SIMD 5,6&7. Learners in SIMD 3 tend to perform at a similar level to SIMD 5. Our focus is on improving attainment in all SIMD bands.  We want to ensure equity for all in terms of IT provision to ensure effective use of 'blended learning' should this be required again. The period of lockdown led to a large increase of our use of online applications, such as Google Classroom and additional investment in IT will help consolidate this positive outcome.  During lockdown, many pupils were identified as having little or no access to IT provision. The Kintyre Resilience Community Group sought to distribute old devices from the community. These devices have helped to ease this problem, however there was no equity in terms of their quality and suitability. Many of our young people struggled to use them to access Google Classroom.  Devices have now been received from the Scottish Government for learners who are entitled to free school meals. To promote equity of access, PEF spending has been used alongside capital spending to purchase a Chromebook for all senior phase pupils. If this proves successful, it is our intention to expand this to BGE.  Home learning packs were purchased to ensure every pupil has access to physical resources for home learning. These will also be used in school to mitigate Covid19 risk and ensure no sharing of equipment. Stationary has been purchased to allow every pupil in the school to receive one set. | |

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| **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** | | | | | | | **Carry Forward 2019/20** | | | | | | **PEF Allocation 2020-21** | | | | |
| Staffing: £0  Supported Study: £0  Resources: £18000  Purchased/Commissioned Services: £2000  Other: £ | | | | | | | £ 9965 | | | | | | £ 23496 | | | | |
| **Mid-Year Spend checkpoint**  Identify any significant changes in expenditure. | | | | | | **Final spend**  Identify any significant changes in expenditure. | | | | |
| £ 9000 | | | | | | £ 20000 | | | | |

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| **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 | | **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. | | **Identify organiser for proposed intervention/ project**   * Teaching and Learning * Leadership * Family and Community |
| **Area** | **Outcome** | **Measure** | **Mid-Year Progress** | **Actual Impact**  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. |
| ICT Provision | All FSM and Senior Phase pupils will have their own Chrome book to ensure equity for any future 'blended learning' due to Covid19 restrictions.  Investment in VC technology will enhance the curriculum and, working with other schools, will increase equity of provision across the authority. | Increased engagement within G-Suite applications such as Google Classroom.  Engagement spreadsheet - record of engagement from staff. | Engagement spreadsheet tracked to ensure an increase in participation.  Pupil questionnaire to gauge impact | Extensive use of G-Suite applications by all staff.  Data on pupil engagement with Google Classroom.  Feedback from parents on use of Google Guardian. |

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| Home Learning Pack | All pupils have the same resources for 'Blended Learning'. | All pupils will engage equally well with blended learning. | Engagement spreadsheet tracked to ensure equality of participation.  Pupil questionnaire to gauge impact | Pupil views gathered through surveys looking at participation and readiness to learn. |
| Baseline data | Data gathering through GL Assessment to identify potential barriers to learning and indicate areas for early intervention. | Early interventions will be put in place and evidence gathered to demonstrate reduced inequality of attainment amongst SIMD. | Attainment data extracted from Progress and Achievement & Tracking and Monitoring. | Improved attainment across all SIMD groups and reduced gaps in attainment. |