Keills Primary and Pre 5



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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional** | | | | Session: 2021/22 |
| **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** | | | | |
| 2021-2022: | | 2022-2023: | 2023-2024: | |
| * **Raise attainment in Numeracy**. * **Increase awareness and delivery of outdoor learning curriculum.** * **Improvement in opportunities relating to UNCRC-Rights Respecting School Award** * **Raise attainment in P1/4 Lit/Num-Achievement of levels recovery** | | * **Develop progression of digital literacy skills.** * **Raise awareness of Career Education Standards 3-18-Refresh Islay/Jura Skills ladder** * **Raise attainment in Reading** * **Revisit curriculum rationale, curriculum design and the school vision, values and aims.** | * **Raise attainment in writing** * **Strengthen leadership across the school-Empowerment agenda** * **Audit of interventions to support additional support needs and more able learners** * **Audit/develop school partnerships and community engagement** | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 2021/22 | | | |
| **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 | Fortnightly | | CAT sessions |
| Pupils | Monthly | | Focus groups |
| Partners | Termly | | Google Forms |
| **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 & employability/ Developing creativity & skills for life & 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 | | | |
| **Priorities** | **Proposed Impact** | **Measures** | | | **Linked to PEF** (Y/N) | |
| 1. Improve pupil outcomes in Numeracy and Mathematics 2. Increase awareness and delivery of outdoor learning curriculum. 3. Improvement in opportunities relating to UNCRC-Rights Respecting School Award 4. Raise attainment in P1/4 Literacy/Numeracy-Achievement of levels recovery. | Attainment in Numeracy will increase across the school.  Staff confidence will increase in NA frameworks/assessment and planning.  Most pupils in P1/4/7 to achieve expected levels by June.  Most pupils in P2/5 will achieve expected levels by October 2021.  Most pupils P3,5,6 to be on track to achieve expected levels.  Staff confidence in outdoor learning will increase. Staff will become more familiar with key documents and resources to raise awareness of outdoor provision and CPD.  Staff understanding of benefits of outdoor learning will increase in terms of physical, cognitive, social, mental health and emotional development.  All pupils will be provided with more opportunities, on and off site, for high quality outdoor learning and play linked to curricular areas.  All pupils understand of benefits of outdoor learning will increase.  All pupils understanding of lifelong skills will increase and how these skills can be applied in a variety of contexts  Children learn about rights  Children can exercise their rights  A culture of respect across the school  Pupil engagement – a shared sense of community and belonging  A culture where children’s voices are heard and valued  Children take their right to an education seriously  Global citizenship – children believe they can change the world for the better  Children develop self-esteem and value themselves  A school environment where children feel safe and cared for  Adults also benefit from a rights respecting culture  Most children in previous year’s P1 and P4 cohort will achieve expected levels in Literacy and Numeracy by October 2021. | Revision of Numeracy and Mathematics using Northern Alliance framework will ensure breadth, depth, progression in teaching programmes.  Planning will be relevant and cohesive and opportunities will be planned for applying in other areas.  Appropriate interventions will be reviewed and implemented for less able learners.  Appropriate interventions will be reviewed and implemented for more able learners.  Baselines/opportunities for assessment to be planned and used to identify pupil strengths and next steps.  **This will be evidenced through HT/PT Forward plan monitoring and class observations. Evidence also drawn from pupil conversations and teacher observations.**  **Baselines and ongoing assessment will guide XBRA data collection and measure if pupils are on/off track through course of the year.**  **SNSA will measure impact at end of year.**  Staff peer observations/feedback  Teachers will plan high quality outdoor learning experiences into curricular planning. This will be measured through monitoring and forward plan evaluations.  Pupil impact of benefits/skills will be measured through observations by teachers and pupil conversations.  Pupils will be able to discuss the benefits of outdoor learning.  Pupils to keep an Outdoor learning diary to record activities and learning.  Audit of practice to identify strengths and next steps.  Teachers will plan and deliver a topic that addresses rights/citizenship. Evaluations will measure impact (Pupils and staff)  Pupil engagement in ‘How good is OUR school’ document.  All pupils will actively be involved in a committee and have opportunities to have voice heard and make decisions affecting the school.  Leavens scale observations will provide evidence on wellbeing and involvement through course of the year. Most pupils will score 4/5 ratings.  Pupil/staff self-evaluations pre and post to measure impact. 4 key areas of impact:   1. Children are healthier and happier 2. Children feel safe 3. Children have better relationships 4. Children become active and involved in school life and the wider world   Additional teacher allocation utilised to plan and deliver a catch up programme.  Baselines and ongoing assessment will guide XBRA data collection and measure if pupils are on/off track through course of the year.  HT/CT tracking meetings alongside benchmarks to measure impact and achievement of a level. | | | Yes – Purchasing of resources to aid interventions/mental agility  Yes-School grounds development/resources to aid planning  No  Yes-Additional resources if required- Power of 2/Toe by Toe/Number talks/ | |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021/22 |
| **Strategic Priority 1:** | **1. Improve pupil outcomes in Numeracy and Mathematics** | | |
| **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 (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Staff consultation on Numeracy and Mathematics across the school. Effectiveness or current planning and frameworks. Relevance of calculation policy against NA Framework.  Northern Alliance Numeracy learning progressions to be introduced. New termly planning format for Numeracy to be developed based on consultation.  Ensure opportunities for assessment are clearly identified when planning.  Staff awareness of resources to be increased to support delivery. Staff development opportunities and training to be delivered on highlighted areas for improvement.  Baselines/effect assessment tools established to ensure effective tracking system in line with XBRA.  Robust assessment procedure/collation to be developed.  Appropriate interventions will be reviewed and implemented for less able learners.  Appropriate interventions will be reviewed and implemented for more able learners.  Support for parents to encourage development of skills at home. Parent consultation. Workshops/Online tutorials.  ELC  Input for Pre 5 staff in Northern Alliance/Highland Numeracy progression resource to support development early level numeracy skills.  Planned teacher input in Pre 5 setting to support the development of early number and mathematical skills.  Establish baselines to aid planning of learning activities.  Increase confidence in use of Early Years Numeracy tracker/Benchmarks. This encourages a more developmental/holistic approach through observations. | A.Welch HT  A.Welch HT  A.Welch HT  A.Welch HT  A.Welch HT  S.Baker PT  S.Baker PT  S.Baker PT/N.Leys CT  A.Welch HT  S.Harper CT  S.Harper CT  A.Welch HT | By September 2021  By September 2021  On-going  By October 2021  By September 2021  On-going  On-going  On-going  By September 2021  On-going  On-going  On-going | Areas of planning/framework strengths and improvement will be identified.  Relevant and cohesive learning opportunities will be planned along with opportunities to apply in other areas. This will lead to improved outcomes in Numeracy and Mathematics for all learners by May 2022. Progress tracked through year using XBRA levels.  All/Most pupils will achieve Early Level numeracy by end of P1.  Most pupils will achieve First level numeracy by end of P4.  All pupils will achieve Second Level numeracy by end of P7.  Baseline numeracy established to identify gaps as a result of school closures. Progress monitored against baselines throughout year. Tracking will evidence pupil learning.  Interventions will improve outcomes for less able learners at all levels. Resources purchased to aid delivery.  Folders to be developed to collate evidence of assessments over time  More able learners identified and challenged appropriately  All evidence gathered through jotter sampling, HT observations and learner conversations.  All pupils will engage with numeracy tasks at home. Parents encourage to support though Shared Learning delivery.  Parent Confidence in supporting children with strategies will increase- Parent survey pre and post.  ELC  Staff engagement in Highland Numeracy and Northern Alliance progression documents to aid development of skills.  Pre 5 practitioners with support of P1 Teacher will provide opportunities for the development of early numeracy and maths skills.  High quality observations based on skills and recorded in PLPs. Termly progress meetings with HT. All observations and next steps will refer to Early level Numeracy outcomes.  Baseline numeracy established to identify gaps. Progress monitored against baselines throughout year.  Early Level tracking meetings with HT to discuss child progress. Almost all Pre 5 children to be on track to meet expected levels in Numeracy by June 2023/24 |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021/22 |
| **Strategic Priority 2:** | **2. Increase awareness and delivery of outdoor learning curriculum.** | | |
| **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 (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| School and ELC  School to engage with Outdoor learning self-evaluation resource  Staff development opportunities and in house training with Key documents/resources. Link to Eco Schools.    Planning formats adapted to incorporate planned opportunities for outdoor learning linked to curricular areas.  Resources purchased to aid delivery of outdoor learning curriculum and utilise school grounds. PEF  Increase opportunities for off-site visits and partnership working.  Update outdoor learning school policy and share with school community (Pupils and parents)  Incorporate outdoor learning opportunities into Home learning grids.  Post ELC outdoor activities on Seesaw to support parents. | A.Welch HT  A.Welch HT  S.Harper CT (Eco)  A.Welch HT  A.Welch HT  S.Baker PT  A.Welch HT/S.Baker PT  Pupil Outdoor Learning Committee  All staff including ELC | By Sep 2021  On-going  By Sep 2021  On-going  On-going  By May 2021  On-going | Areas of strength and improvement will be highlighted. This will provide a focus for CPD.  Outdoor learning opportunities will be recorded and linked to curricular areas. These will form part of the assessment process and forward plan evaluations and provide evidence of learner progress.  Pupil Outdoor learning portfolios will form evidence and help develop ownership of learning. Almost all pupils will record experiences and skills regularly.  Most children P1-7 will be aware of the benefits of Outdoor Learning.  Most children P1-7 will be aware of the skills learned during Outdoor Learning.  New resources will allow for new learning experiences to take place in school grounds. Evidence through pupil observations/conversations/portfolios.  List of off-site locations/partners and appropriate risk assessments in place.  All pupils, parents and staff aware of outdoor learning policy.  Parents provided with opportunities to engage in outdoor learning experiences. Feedback from Shared learning grids will provide evidence. |
| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021/22 |
| **Strategic Priority 3:** | **3. Improvement in opportunities relating to UNCRC-Rights Respecting School Award** | | |
| **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** |
| School and ELC  Audit of practice in line with Rights Respecting School Award Criteria to identify strengths and next steps.  Teachers will plan and deliver a topic that addresses rights/citizenship. i.e Global Citizenship topic, Compassionate and Connected Classrooms  Pupil engagement in ‘How good is OUR school’ document.  All pupils will actively be involved in a committee and have opportunities to have voice heard and make decisions affecting the school. | S.Baker PT  S.Baker PT  S.Baker PT  A.Welch HT  S.Baker PT  S.Harper CT  N/Leys CT  K.Connell ASN  Megan McGurl CCEW  Ruth Kirk CCEW | Pre self-evaluations by October 2021  Post self-evaluation by May 2022  By Dec 2021  By Dec 2021 | Pupil/staff self-evaluations pre and post to measure impact. 4 key areas of impact:   1. Children are healthier and happier 2. Children feel safe 3. Children have better relationships 4. Children become active and involved in school life and the wider world   Pupil Council set up and engagement with HGIOURS document to identify strengths and next steps. Action plan to be created.  Pupil committees set up and pupil voice heard to create action plans. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021/22 |
| **Strategic Priority 4:** | **4. Raise attainment in P1/4 Lit/Num-Achievement of levels recovery from school closures.** | | |
| **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 (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| P1 Catch up programme developed for Literacy (Reading/Writing/Talking and Listening) and Numeracy.  Programme developed using information of gaps as a result of school closures. Data taken from tracking/SNSA 2020/21 session  P4 Catch up programme developed for Literacy (Reading/Writing/Talking and Listening) and Numeracy.  Programme developed using information of gaps as a result of school closures. Data taken from tracking/SNSA 2020/21 session | S.Harper CT  A.Fleming CT  S.Harper CT  A.Fleming CT | By Dec 2021  By Dec 2021 | Most children in P2 cohort will achieve Early level in Literacy and Numeracy by October 2021 with the remaining children by Dec 2021.  Most children in P5 cohort will achieve First level in Literacy and Numeracy by October 2021. |

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| **Establishment Maintenance Improvement Planning – Optional** | | Session: 2021/22 |
| **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 (from previous plans):** | | |
| Support parental engagement/involvement/HWB of families   * Continue to deliver Shared learning grids to encourage parents to participate in learning experiences with children. * Continue and increase use of Seesaw to provide home learning and share pupil learning from school with parents. * Build on use digital platforms (Seesaw, Google Meets) to deliver workshops, displays of learning. * Welfare calls to parents if required.   Learners have enhanced access to digital literacy resources and learning   * Access resources to enhance access to digital literacy opportunities. * Continue to participate in staff training on the Island’s digital learning strategy. * Embed Digital literacy learning into other curricular areas. | | |

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| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | | | | | School Name: Keills Primary | | | | | | | | | |
| **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 | | | | | | | | | | | | | | | | | | | | | | |
| **FSM**  0 pupils receive FSM entitlement.  **School Locality:** Very Remote Rural Area  **ASN:**  % of primary school roll receiving intervention 3/33  Number of UCPs -1  Literacy and Numeracy Overview March 2020  **SiMD Data:**  Lowest decile – 4 (1 pupil)  3% Decile 4, 97% Decile 6  **Baseline Data:**  Primary School Role – 35  Pre 5 roll – 7  Context and Analysis of School Data:   * SNSA and ACEL data (June 2021) highlighted a gap in attainment of Numeracy at P1/4/7 stages. PEF funding will be used to access numeracy resources to aid delivery of catch up programmes for highlighted pupils. * Baselines will also be purchased to assist teachers in assessing and tracking. * As part of the school recovery 2020/21, Outdoor learning was recognised as a key area to support the Health and Wellbeing of children. Results from Leuvens’ scale observations (Aug 2020) have highlighted the need for a whole school approach to increase involvement and wellbeing. Parent consultation (June 2021) also highlighted a request for more outdoor learning opportunities. Funding will be used to purchase resources to aid Outdoor learning on school grounds and access partnerships/buses/ferries for off site visits. | | | | | | | | | | | | | | | | | | | | | | |
| **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** | | | | |
| Staffing  Supported Study  Resources  Purchased/Commissioned Services  Other | | | | | | | | | £ N/A | | | | | | | | | £ 3308 | | | | |
| **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.*** | | | | | |
| A.Welch HT  Organiser:Teaching and Learning.  NIF: Improvement in attainment, particularly in literacy and numeracy | * SNSA and ACEL data (June 2021) highlighted a gap in attainment of Numeracy at P1/4/7 stages. PEF funding will be used to access numeracy resources to aid delivery of catch up programmes for highlighted pupils. * All pupils were disadvantaged by the COVID school closures and require a catch up programme to cover key areas of numeracy. * Baseline assessments to be purchased to support identification of gaps in learning. * Catch up programme to be developed for P2 and P5 cohort to reinforce gaps in learning. * Digital resources(Ipads/programmes) to be purchased to support and enhance learning and teaching. | | | | | * Most children in P2 cohort will achieve Early level in Literacy and Numeracy by October 2021 with the remaining children by Dec 2021. * Most children in P5 cohort will achieve First level in Literacy and Numeracy by October 2021. | | | | | |  | | | | |  | | | | | |
| A.Welch HT  NIF: Improvement in children and young people’s health and wellbeing | * As part of the school recovery 2020/21, Outdoor learning was recognised as a key area to support the Health and Wellbeing of children. Results from Leuven’s’ scale observations (Aug 2020) have highlighted the need for a whole school approach to increase involvement and wellbeing. * Parent consultation (June 2021) also highlighted a request for more outdoor learning opportunities. Funding will be used to purchase resources to aid Outdoor learning on school grounds and access partnerships/buses/ferries for off site visits. * New resources will allow for new, rich learning experiences to take place in school grounds. | | | | | * Pupil Outdoor learning portfolios will form evidence and help develop ownership of learning. Almost all pupils will record experiences and skills regularly. * Most children P1-7 will be aware of the benefits of Outdoor Learning. * Most children P1-7 will be aware of the skills learned during Outdoor Learning. * New resources will allow for new learning experiences to take place in school grounds. Evidence through pupil observations/conversations/portfolios. * Involvement and Wellbeing for al pupils will be measured by ongoing Leuven’s observations. | | | | | |  | | | | |  | | | | | |