Keills Primary and Pre 5



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2. Strategic Improvement Planning for Establishment
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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional** | | | | Session: 2022/23 |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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** | | | | |
| 2022 – 2023: | | 2023 – 2024: | 2024 – 2025: | |
| * **Raise attainment in Numeracy**. * **Redesign the school vision, values and aims.** * **Raise awareness and increase confidence of Career Education Standards 3-18-Refresh Islay/Jura Skills ladder.** | | * **Raise attainment in Reading** * **Develop progression of digital literacy skills.** * **Audit of interventions to support additional support needs and more able learners** * **Revisit IDL and curriculum design/rationale** | * **Raise attainment in writing** * **Strengthen leadership across the school-Empowerment agenda** * **Audit/develop school partnerships and community engagement** * **Revisit ELC/P1, P7/S1 Transitions** | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 2022/23 | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | **Collaboration and Consultation** | | | |
| **Who?** | **When?** | | **How?** |
| Staff | Fortnightly | | CAT sessions |
| Pupils | Monthly | | KIT Meetings |
| Partners | Termly | | Google Forms |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** | | | |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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 Outcome and Impact** | **Measures** | | | **Linked to PEF** (Y/N) | |
| 1. Improve pupil outcomes in Numeracy and Mathematics   2. Review and redesign the shared vision, values and aims relevant to the school and its community.  3. Raise awareness and increase confidence of Career Education Standards 3-18-Refresh Islay/Jura Skills ladder. | Attainment in Numeracy will increase across the school for P1-7.  Most pupils in P1/4/7 to achieve expected levels by June.  Target group P5 (4) will achieve First level by December 2022.  Staff confidence and awareness will increase in NA frameworks/assessment, planning and interventions.  A shared and agreed vision, set of values and aims will be created involving the whole school community.  These will be dynamic, reviewed and referred to continuously.  The Vision, Values and Aims statement should indicate will state school’s stance in ensuring excellence and equity for all learners.  This leads to consistently high expectations of all learners.  Staff to increase awareness and update the Islay/Jura skills ladder in line with ABC Skills Framework and Toolkit and Career Education Standards (CES)  We will work with a range of partners to design and deliver an appropriate, personalised curriculum that takes account of the individual needs of children and young people and genuinely equips them for learning life and work.  Outcomes:  Staff will have   * an understanding of the purpose and aim of the Career Education Standard (3-18) (CES); * an understanding of the part we are expected to play, along with partners, in the implementation of the CES; * an understanding of the entitlements for children and young people; developed, through self-evaluation, our understanding of the CES expectations in relation to our current practice; * identified the relevancy for our area of work and how this supports the implementation of the CES * a plan to take forward manageable changes to our practice | 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 supported by classroom assistant.  Targeted intervention for P5 cohort yet to achieve First level.  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.  All staff are aware and show commitment to shared educational values.  Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.  All staff have a very clear understanding of the social, economic and cultural context of the community and current educational policy. This knowledge is used to shape the vision.  The vision is ambitious and focusses on improvements in outcomes of all.  Learners are supported to understand the vision, aims and values through the 4 contexts.  Staff confidence to increase, ELC-Second level, of practice relating to Islay/Jura Skills ladder and its relevance in line with Career Education Standards and Skills Framework.  Children and young people are engaged in meaningful discussions about their skills development.  Skill are recorded throughout the year, building up a profile for each child.  Opportunities for pupils to demonstrate skills in and beyond the class are created. This take into account curriculum design and pupil led Endeavour work.  Pupils will be aware of link with ongoing RRSA and HWB work. | | | Yes – Purchasing of resources/baseline assessments to aid interventions/mental agility  No | |

**Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities.**

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022/23 |
| **Strategic Priority 1:** | **Improve pupil outcomes in Numeracy and Mathematics** | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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 reviewed. Termly planning format for Numeracy to be reviewed and adapted based on consultation.  Ensure opportunities for assessment are clearly identified when planning. Collate assessments for each pupil to support teacher judgement for ACEL.  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 and purchased to ensure effective tracking system in line with XBRA.  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  A.Welch  A.Welch  A.Welch  A.Welch  A.Welch  A.Welch  All staff  A.Welch  A.Welch  A.Welch  A.Welch | September 2022  September 2022  September 2022  September 2022  September 2022  September 2022  September 2022  Dec 2022  Dec 2022  Dec 2022  Dec 2022  Dec 2022 | 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 2023. Progress tracked through year using XBRA levels.  All/Most pupils will achieve Early Level numeracy by end of P1.  All pupils will achieve First level numeracy by end of P4.  All pupils will achieve Second Level numeracy by end of P7.  Folders to be developed to collate evidence of assessments over time.  Baseline numeracy established to identify gaps. 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.  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. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022/23 |
| **Strategic Priority 2:** | **Review and redesign the shared vision, values and aims relevant to the school and its community.** | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
| **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** |
| Audit all stakeholders (Pupils/Staff/Parents/Partners) on current school Vision, Values and Aims.  Gather views from whole school community on Values, strengths and area for improvement  Create a shared VVA in line with comments.  Raise awareness and support understanding of new VVA with all:  Pupils-Assemblies/Wall displays  Parents/Partners- School Launch day | A. Welch  A. Welch  A. Welch  Pupil Led School Improvement Team.  All Staff | December 2022  December 2022  February 2023  May 2023 | All stakeholders are involved in gathering of views.  All staff have a very clear understanding of the social, economic and cultural context of the community and current educational policy. This knowledge is used to shape the vision.  The vision is ambitious and focusses on improvements in outcomes of all.  Learners are supported to understand the vision, aims and values through the 4 contexts.  Learners are fully engaged in driving school improvement and have a sense of ownership.  Learners understand and can see the link between Rights Respecting schools work and HWB. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022/23 |
| **Strategic Priority 3:** | **Career Education Standards 3-18- Refresh Islay/Jura Skills ladder.** | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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** |
| Teacher session to raise awareness and confidence in Islay/Jura Skills ladder.  Teacher sessions to learn about Career Education Standards Policy.  Audit relevance of Islay/Jura skill ladder and adapt in line with current policy.  Staff to look at curriculum design and opportunities to bring in Skills ladder throughout year.  Refresh IDL planners to incorporate section to record skills.  Robust system to be developed to record skills-Pupil profiles to be set up.  All pupils to take part in Endeavour project in Term 4. | S.Baker  A.Welch  S.Baker  A.Welch  A. Welch  S.Baker  All staff | Jan 2022  Jan 2022  Jan 2022  Jan 2022  Jan 2022  Jan 2022 | Staff confidence to increase, ELC-Second level, of practice relating to Islay/Jura Skills ladder and it’s relevance in line with Career Education Standards and Skills Framework.  Children and young people are engaged in meaningful discussions about their skills development.  Skills are recorded throughout the year, building up a profile for each child.  Opportunities for pupils to demonstrate skills in and beyond the class are created. This take into account curriculum design and pupil led Endeavour work.  All Learners are aware of skills and can recognise their importance in the world of work. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: |
| **Strategic Priority GME:** | Title: | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | **Argyll and Bute Gaelic Language Plan Targets**  GLP 1 Promoting a positive image of Gaelic  GLP 2 Increasing the learning of Gaelic  GLP 3 Increasing the use of Gaelic | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | | **Success Criteria to facilitate evaluation of learners’ progress** |
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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: |
| **Developing in Faith** (Denominational Schools only) | | Title: | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | **Developing in Faith Themes**  DiF 1 Honouring Jesus Christ as the way, the truth and the life  DiF 2 Developing as a community of faith and learning  DiF 3 Promoting gospel values  DiF 4 Celebrating and worshipping  DiF 5 Serving the common good | |
| **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** |
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| **Establishment Maintenance Improvement Planning – Optional** | | | Session: 2022/23 |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
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| **Key Actions (from previous plans):** | | | |
| * Improvement in opportunities relating to UNCRC-Rights Respecting School Award- Ongoing preparation for Silver Accreditation. | | | |

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| **Pupil Equity Funding | Planning and Reporting** | School Name: Keills Primary |
| **School Report on PEF Expenditure and Impact 2022 2023**  **Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.**  **Identify:**   * Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). 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  **A consideration for longer term planning of approaches, with funding confirmed for 4 years, should be considered in the targets below.** | |
| **School Report on PEF Expenditure and Impact 2022 2023**  **SiMD Data:**  Lowest decile – 4 (1 pupil)  3% Decile 4, 97% Decile 6  SIMD data is limited due to rural context.  **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  **Baseline Data:**  Primary School Role – 37  Pre 5 roll – 4    Context and Analysis of School Data:   * Information and local knowledge has identified a small group of children (3) requiring nurture support and parent feedback has identified issues around anxiety, dysregulation. for 2 of these children, a decrease in Attendance for session 2021-22 was also evidenced. * Staff identified that rural isolation can have an impact on pupil Health and Well-being and engagement within the community. This also has an effect on P7 transition. Staff would like to build on the joint partnerships with Small Isles and Port Charlotte teambuilding session and PEF would support transport costs. This has also been echoed by pupils and parents. * Parent consultation (June 2022) also highlighted a request for more outdoor learning opportunities and in particular, more off site visits and access to afterschool clubs to promote wider achievement.. Funding will be used to purchase resources/staff for afterschool clubs on school grounds and access partnerships/buses/ferries for off site visits. | |

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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 2021 - 2022** | | | | | | **PEF Allocation 2022 - 2023** | | | | |
| Staffing  Supported Study  Resources  Purchased/Commissioned Services  Other | | | | | | | £ 0 | | | | | | £ 3804 | | | | |
| **Mid-Year Spend checkpoint**  Identify any significant changes in expenditure. | | | | | | **Final spend**  Identify any significant changes in expenditure. | | | | |
| £ | | | | | | £ | | | | |

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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** | **Key Actions** | **Outcome and Measure** | **Mid-Year Progress**  (Completed December-January) | **Impact**  (Completed End of Session)  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. |
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| HWB/Teambuilding | Coordinate joint sessions with local schools (Small Isles/Port Charlotte) for teambuilding. | Pupils will build a greater sense of community and engage more with peers across schools. |  |  |
| After school clubs | Wider achievements will be promoted | P1-3 Afterschool club block  P4-7 Afterschool club block |  |  |
| Outdoor Learning | Increase in off site visits across the island. Increase in partnerships/local culture/businesses. | Transport costs-Bus/Ferry to support trips. |  |  |
|  |  |  |  |  |