

# Improvement Plan 2021/2022

## Abercromby Primary School



**Clackmannanshire  
Council**

[www.clacks.gov.uk](http://www.clacks.gov.uk)

Comhairle Siorrachd  
Chlach Mhanann

# Overview

**Headteacher:**

Aileen Mellor

**Total PEF Allocation:**

£109,165 plus 15% = £125,540

Priority	Long Term Improvement Outcome	Accountable Person	Cost (for PEF priorities only)
1	To develop a whole school nurturing/R4L culture which enables children to feel included in all aspects of school life by June 2022.	Acting DHT to be appointed	£13,250
2	To develop a progressive, consistent approach to writing which will enhance learning experiences for our children and raise attainment across the school by June 2022.	Aileen Mellor & Linzi Stark	£28,147
3	To enhance learning experiences for all children by developing outdoor learning experiences across the campus by June '22.	Deborah Hamill	£19,337



# Context of Abercromby PS



In August 2021, our projected school roll will be 325.

Our attendance is currently sitting at 95.22%.

In 2021/2022 we will have 14 classes, two at every stage.

Our Leadership Team consists of four Principal Teachers, two Depute Headteachers and a Headteacher.

We have 36 members of the wider staff team excluding campus janitors, catering and cleaning teams.

We have a dedicated Nurture teacher and Nurture class to support our learners across the school.





There are 119 learners on Staged Intervention. This is 35% of our school.

160 learners live in Decile 1 or 2. This is 48% of our school population.

29% of our school population have Free School Meal entitlement.

We have 4 learners on the Child Protection register and 9 Care Experienced learners.

The school is developing an effective collaborative partnership working with the Lornshill Learning Community.

The school has established strong links with Tulach Nursery as the majority of our P1 learners transition from there to us.

The school has established strong links with Lornshill Academy which continues to be the school which the majority of our P7 leavers move onto.



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# Priority 1

## Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

To develop a whole school nurturing/R4L culture which enables children to feel included in all aspects of school life by June 2022.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



## Rationale

### **Policy Landscape**

Inclusion is essential if we are to create diverse societies where differences are embraced and celebrated (UNESCO 2020). Whilst we appreciate that this is not without its challenges and there are many barriers to be overcome in the pursuit of inclusive practice, GIRFEC requires us to 'get it right' for all our children. Furthermore inclusion is enshrined within the Scottish legal framework; *Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) 2017*.

### **Self-Evaluation and Data Analysis**

In Abercromby Primary we have seen a significant rise in the number of children presenting with reputational and behavioural challenges as a result of childhood adversity. In August 2016, 15% of children were recorded on Staged Intervention as having a SEBN. Currently, 27% of children on Staged Intervention present with SEBNs. 48% of our children currently live in deprivation. Whilst the level of need may have increased, resources to support class teachers have reduced, highlighting the need for highly skilled staff. The global pandemic has also had an impact on children's readiness for learning and so it is important for us as a school community to ensure that this is prioritised.

### **HGIOS 4 - 3.1, Improving Wellbeing, Equality and Inclusion (November 2020)**

#### **Key Strengths**

- Positive relationships across the school with a focus on wellbeing and SHANARRI
- Robust Staged Intervention procedures with a focus on multi-agency working
- Depth of understanding of our local context and our families
- Established Abercromby Inclusion Team, including learning assistants and partners

#### **Areas for Development**

- Further training on R4L to ensure a consistent approach throughout the school.
- The development of pupil voice throughout our school was also identified as an area for improvement.
- Need for continued CLPL to upskill staff in supporting the Inclusion agenda and children who are very dysregulated

### **SALT Self-Evaluation Tool (June 2021)**

- Communication Champion identified – Mrs. Scott, SfL
- Further training required on the role of SALT, Communication Environment and Colourful Semantics was highlighted in order to work towards our Bronze award



### **Parent Questionnaire and Focus Group (May 2021)**

- 29 responses to the questionnaire – polarised views
- Parents feel staff would benefit from further training in supporting children with a range of ASN
- Parents generally unaware of the different supports available in and out of school

### **Pupil Focus Group (May/June 2021)**

- The children felt that some teachers were more nurturing than others – highlighting the need for consistency
- The children want to know more about the nurture room in school, it's purpose and role
- The children identified the need for safe spaces in school, both indoors and outdoors

### **Literature Reflection**

As a means of ensuring children feel included and able to participate in their mainstream class, Florian and Black-Hawkins (2011) advocate inclusive pedagogy. This approach supports children to receive the additional support they need without treating them differently from others. A more recent study by Florian and Beaton (2018) focused on pupil voice in self-assessment and teachers' formative assessments of learning. Inclusive pedagogy here concentrated on how teachers use what they learn from listening to children. This study aligns with previous professional learning on formative assessment and there are opportunities here for staff to make deeper pedagogical connections in order to be more inclusive in their everyday practice. Sobel and Alston's book 'The Inclusive Classroom' explores the range of ways teachers can be more inclusive from when children enter the classroom to an end of the day plenary.

Local published evidence from Taylor and Barrett (2018) outlines the benefits of adopting the R4L approach. Extract below:

*"The data collected thus far indicate that significant progress has been made by R4L class pupils in relation to self-regulation and executive function. The meta-analysis performed and interpreted by Hattie (2012) in his Visible Learning research demonstrates that for any pupil, simply attending school for a year should yield a 0.4 effect size. The effect sizes seen in the small group of Clackmannanshire's R4L pupils suggest a far greater amount of progress than might otherwise be expected under the circumstances and timeframe for the particular attributes highlighted in Table 1: notably, attention and distractibility, threat response, affect regulation/mood, relational skills and reactivity/impulsivity. We propose therefore that the R4L intervention has made these pupils more 'teachable' that is 'Ready for Learning'."*



Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<b><u>NME Model</u></b> By October 2021 all staff will have a deeper understanding of R4L and will deploy a range of strategies to support children's readiness for learning, resulting in children being more available for learning.	Pre and Post 'Triangles' R4L Readiness Audit R4L Self-Evaluation Tool Qualitative data from staff Evidence from QA – learning observations and walks	Relaunch of R4L CLPL - Clacks Academy COVID Modules, Level 2 (Assessment) and SALT All staff to deliver brain lessons Staff to use a wider range of assessment tools, e.g. mini maps and strategies to support emotional regulation Optional Book Club	Ed Psych Clacks Academy (Level 1) Alison McDonald All teaching staff All teaching staff All staff	August 2021 August 2021 & Collegiate sessions September 2021 Identify strategies by September 2021 – implementation ongoing Established Sept and ongoing	
<b><u>Reasoning</u></b> By January 2022 teaching staff will develop a deeper understanding of Inclusive Pedagogy through engagement with literature and reflection on current practice, resulting in learner's needs being met more appropriately.	Qualitative data – staff feedback Evidence from QA – classroom observations Evidence in Staged Intervention meetings and in Form 4s	Staff will engage with and reflect on a range of literature Staff to create short action plans per teacher/stage	Teaching staff Teaching staff	November 2021 launch - ongoing November 2021 launch - ongoing	





<b><u>Relational and Regulating</u></b> By October 2021 all staff will have identified a range ways to support their own mental health and wellbeing.	Qualitative data – staff feedback	Share Council staff Health and Wellbeing policy	All Staff	October 2021	
	Low absence rate of staff	Raise staff awareness of Together All and PAM Assist	All Staff	October 2021	
		Staff to agree priorities e.g. rating health and wellbeing at the start of meetings	Teaching and Support Staff	Fortnightly	
<b><u>Regulating</u></b> By December 2021 all staff will have a clear understanding of how to support very challenging behaviour and will also be clear in the procedures to follow, preceding any incidents, resulting in more fair and consistent approach across the school.	Qualitative data – staff feedback	MAPA training	Inclusion Team	Term 1	
	Reduction in incidents involving violent and aggressive behaviour	Introduction of weekly 'Inclusion Meetings'	Inclusion Team	Weekly	
		Staff to introduce regular regulation activities for all children throughout the school day.	All Staff	Term 1 and ongoing	
		STO – 'Standard Operating Procedure' (flowchart) to be agreed and applied across the school.	All Staff	December 2021	
<b><u>Regulation, Relationships and Reasoning</u></b> By December 2021, children will be better equipped to manage their emotions and engage with learning.	Reduction of children on Staged Intervention with SEBN.	Development of sensory toolkits and a sensory room (PEF)	Inclusion Team Miss Stuart	October 2021	
	Qualitative data – pupil focus groups	Re-introduction of 'safe' spaces (PEF)	Support Staff	October 2021	
		Promotion of Mind Moose and SHOUT text service	Miss Hamill Support Staff Janitorial Staff	September 2021	
		Implementation of Emotion Works (PEF)	All teaching staff	October 2021	



<p><b><u>Relational</u></b> By April 2022 most children will feel that their voice is increasingly listened to and acted upon.</p>	<p>Qualitative data – pupil focus groups</p> <p>Evidence in teacher’s plans</p> <p>Evidence of pupil voice in Form 4s and 6s</p>	<p>Establish Pupil Council and Health and Wellbeing Champions</p> <p>Views of children sought in the planning and evaluating of learning and teaching</p> <p>Children will be spoken to about support they require, voice evident in Staged Intervention meetings and Form 6s.</p>	<p>SLT</p> <p>Children Teaching Staff</p> <p>Teaching Staff</p>	<p>September 2021</p> <p>Formally each term and ongoing</p> <p>Ongoing</p>	
<p><b><u>Relational and Reasoning</u></b> By January 2022 parents will have a clearer understanding of the different types of support available in order to help their children thrive.</p>	<p>Qualitative data from the Parent Focus Group</p> <p>Parent Questionnaire</p> <p>Feedback from Cuppa and Chat sessions</p>	<p>Speak to parents at P1 Induction re GIRFEC, Staged Intervention and possible supports</p> <p>Produce a video for parents, promote Authority A-Z and develop ASN section on website</p> <p>Produce a Nurture leaflet</p> <p>Cuppa and Chat sessions for parents - 4 x SALT, 2 x Dyslexia, 2 x ASD</p>	<p>Mrs Thomas (Jun '21) Mrs Scott Mrs Mosettig</p> <p>Inclusion Team</p> <p>Ms Delaney</p> <p>SALT Mrs Scott Mrs Stuart</p>	<p>June 2021 June 2022</p> <p>January 2022</p> <p>October 2021</p> <p>1or 2 per term</p>	



# Priority 2

## Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

To develop a progressive, consistent approach to writing which will enhance learning experiences for our children and raise attainment across the school by June 2022.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



## Rationale

Literacy attainment across the authority is below the national average and improvements to raise attainment are of upmost priority. Analysis of Literacy data, in particular writing, over a period of 5 years, from 2016/2017 – 2020/2021 has identified a need for development within this area.

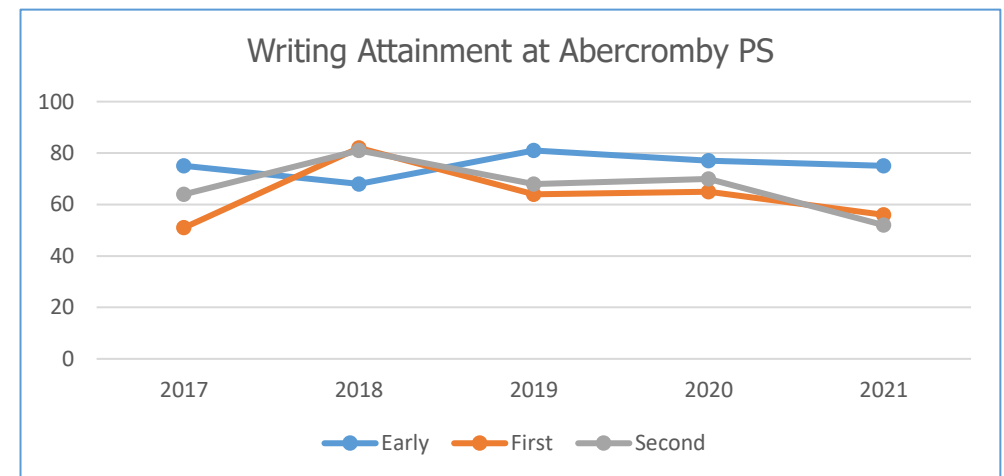
Through tracking and analysing teacher professional judgements for specific year groups we can see a clear picture of their attainment journey.

For example:

- P1(2018) who are now in P4 (2021) – We can see a decrease in their writing attainment from 68% to 56%
- P4 (2018) who are now in P7 (2021) – We can see an even more concerning decrease in their writing attainment from 82% to 52%

This data alone shows that there needs to be a specific focus on Writing and the writing attainment over time graph (right) corroborates the rationale for ensuring that writing will be a priority for session 21/22.

Following on from staff discussions and surveys, a need for consistency across the school has been identified. Graham (2019) states 'the goal should be to have a coherent, well-constructed and consistent vision for teaching writing on as many levels as possible' (2019, 290) therefore it is our aim to develop a writing community, a writing culture and a supporting document for staff called 'Writing the Abercromby Way'. It was clear from the staff responses that we need to focus on genre, consistency, professional learning, moderation and planning.



Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p><b><u>Staff</u></b></p> <p>By June 2022, all teaching staff will have a shared understanding of the pedagogy of writing and a consistent approach to learning and teaching in writing will be used across the school.</p>	<ul style="list-style-type: none"> <li>○ CPD sessions</li> <li>○ Professional reading</li> <li>○ Staff voice</li> <li>○ Discussions</li> <li>○ Questionnaires</li> <li>○ Moderation</li> <li>○ Quality Assurance evidence – Jotter sampling &amp; Observations</li> </ul>	<p><b><u>T4W</u></b> Staff to attend T4W training sessions.</p> <p>Staff will engage with the T4W resources available in school and online.</p> <p>A T4W approach will be used to teach writing from P1-7 by all staff members.</p> <p><b><u>RIC</u></b> All teaching staff will attend the RIC Writing support sessions.</p> <p>Staff to engage with the moderation opportunities across settings.</p> <p>Staff will follow the genre grid and use this to inform learning and teaching at various points throughout the year.</p> <p><b><u>3 Domain Model</u></b> Staff will work collaboratively to link their practice to the 3 domain model. This information will be pulled together to form a model specific to Abercromby.</p>	<p>Teaching Staff Learning Assistants T4W Trainer</p> <p>Teaching Staff RIC Literacy Team</p> <p>All Teaching Staff Learning Assistants  Literacy Team</p>	<p>September 2021</p> <p>Ongoing throughout the year</p> <p>November 2021</p>	



		<p><b><u>Writing the Abercromby Way</u></b></p> <p>A document to support and guide writing at Abercromby will be created for the following session (2022/23)</p> <p>Resources will be purchased to enhance and support writing experiences for our children.</p>	<p>Literacy Team</p> <p>All teaching staff Linzi Stark Aileen Mellor</p>	<p>June 2022</p> <p>Ongoing – throughout the year.</p>	
<p><b><u>Pupils</u></b></p> <p>By December 2021, learners will have a more positive opinion of writing and begin to see themselves as 'writers.'</p> <p>By June 2022, 80% of learners in a targeted group across P4 and P7 who have been identified as working below their expected level will be 'back on track' for writing.</p>	<ul style="list-style-type: none"> <li>○ Pupil Voice</li> <li>○ Surveys</li> <li>○ Discussions – focus groups.</li> <li>○ TPJ</li> <li>○ Assessment</li> </ul>	<p>A new consistent approach to writing will be implemented across the school and a rich culture of writing across the curriculum will be developed in every classroom.</p> <p>Baseline survey carried out at the start of session to gather children's view of writing.</p> <p>Follow up survey in December to assess any changes in views.</p> <p>Progress assessed through tracking and attainment figures.</p> <p>Small targeted writing support groups set up across stages.</p>	<p>All Teaching Staff Learning Assistants Pupils Parents</p> <p>Linzi Stark Pupil groups</p> <p>Linzi Stark Pupil Groups</p> <p>Literacy Group</p> <p>Teaching Staff Learning Assistants</p>	<p>August – Ongoing throughout year</p> <p>August 2021</p> <p>December 2021</p> <p>June 2022</p>	



<p><b><u>Parents</u></b></p> <p>By June 2022, parents will have a more informed view of writing at Abercromby and feel more readily available to support their children at home.</p>	<ul style="list-style-type: none"> <li>○ Parent Voice</li> <li>○ Questionnaires</li> <li>○ Discussions</li> <li>○ Open Events</li> </ul>	<p><b><u>Writing the Abercromby Way</u></b></p> <p>Parents will be encouraged to familiarise themselves with this document and attend a session to deepen their understanding of our approach to writing.</p> <p>Parent Survey uploaded to Dojo to gauge opinions and feelings around writing.</p>	<p>Literacy Team Parents Pupils</p> <p>Literacy Group Parents</p>	<p>By April 2022</p> <p>June 2022</p> <p>June 2022</p>	
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# Priority 3

## Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

To enhance learning experiences for all children by developing outdoor learning experiences across the campus by June '22.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>





## Rationale

Abercromby Primary School moved into a brand-new, purpose-built campus at the start of session 2019/2020, with many state of the art facilities. However, due to various circumstances, our playground was never fully completed and developed, taking into account the children's views. Covid-19 put a further halt to our playground plans. On our return to in-school learning, there has been an increase in the need and benefits of outdoor learning. As a school, we are keen to ensure there is a wide range of resources that can be used to support the wellbeing of our pupils and aid learning across the school.

There is a need to develop the outdoor space to support the wellbeing of our pupils and promote positive relationships at break and lunchtimes. We would also like to develop the use of our outdoor space to promote high quality, active learning and teaching. Furthermore, the children have highlighted the need for this to be a focus in discussion with SLT at pupil focus groups. At the stakeholder meetings parents have expressed the need for the playground to be developed. The Learning Assistants have also expressed the need for this to be a priority and are enthusiastic about the plan moving forward. The Numeracy and Literacy SIP groups identified the development of outdoor learning as a priority and these aspects were not able to be achieved as outlined in our SQR 20/21 therefore have become a priority for session 21/22.

The importance of taking learning outdoors is stated in the National Improvement Hub,  
'Being outdoors and active is a vital part of growing up and living a healthy and fulfilled life. Outdoor learning benefits children, young people and adults alike. It engages our hearts through what we feel and the emotions we experience; our heads through what we think, see and say; and our hands through our physical experiences including how we move through the space the outdoors provides. Outdoor learning can happen anywhere – from the school grounds to local greenspace, from the high street to national parks; from outside your front door to the rest of the world.'



Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p><b><u>Develop Outdoor Learning Opportunities</u></b></p> <p>By December '21, all teaching staff will have a shared understanding of the pedagogy of play and outdoor learning.</p>	Questionnaires and discussions: Pupil Voice Parent Voice Staff Voice	<p>Staff to attend courses on play and outdoor learning.</p> <p>Staff to visit other establishments or liaise with other establishments to observe or discuss highlighted good practice.</p> <p>Staff to engage with professional reading/online resources.</p> <p>Play and Outdoor Learning opportunities for both are incorporated into the planning process.</p>	<p>Outdoor Learning Group</p> <p>Outdoor Learning Group</p> <p>All teaching staff</p> <p>All teaching staff</p>	<p>By October 2021 &amp; then on-going</p> <p>By October 2021 &amp; then on-going</p> <p>By October 2021 &amp; then on-going</p> <p>By December 2021</p>	
<p>By December '21, the campus playground will be enhanced to develop our outdoor learning experiences for all children.</p>	Questionnaires and discussions: Pupil Voice Parent Voice Staff Voice	<p>Apply for Jo Walters Trust Maths Grant for playground markings</p> <p>Decide on paintings/markings</p>	<p>K Donnelly</p> <p>D Hamill/K Donnelly</p>	<p>30<sup>th</sup> June 2021</p> <p>October 2021</p>	



		<p>Arrange for paintings/markings to be designed in the playground</p> <p>Complete the mapping of the Orienteering Course</p> <p>Develop QR Codes for Literacy and Numeracy activities</p> <p>Develop a timetable for classes to use outdoor spaces (2 week booking ahead)</p> <p>All pupils regularly accessing outdoors for numeracy lessons</p>	<p>D Hamill</p> <p>Chris Smithard</p> <p>Outdoor Learning Group</p> <p>D Hamill</p> <p>Class teachers</p>	<p>November 2021</p> <p>October 2021</p> <p>January 2022</p> <p>January 2022</p> <p>January 2022</p>	
<p>Throughout the session and by June '22, the playground will be developed to improve playtime experiences for all children.</p>	<p>Evidence of LA voice</p> <p>Evidence of Pupil Voice</p>	<p>Identify Learning Assistants to join the Improving Playground Group</p> <p>Plan termly fundraising events</p> <p>Order resources/equipment for playground</p>	<p>D Hamill</p> <p>Learning Assistants Playground Focus Group</p> <p>Learning Assistants Playground Focus Group</p>	<p>August 2021</p> <p>September 2021 &amp; termly</p> <p>September 2021 &amp; termly</p>	



By June '22, develop a Campus Outdoor Numeracy Classroom for all Early Level learners across the campus.	Evidence of Early Level practitioner voice Evidence of Pupil Voice	Establish an Early Level progression group  Secure funding for resources  Buy resources to create an outdoor classroom  Provide training for staff	Early Level Progression Group (H Blackwood, D Hamill, J Buck)  Early Level Progression Group  Early Level Progression Group  Early Level Progression Group		
Throughout the session and by June '22, develop the health and wellbeing of all of our learners and school community through participating in the WOW project and promote safe travel routes to school.	STP survey from June 2021 compared to June 2022  Walk of Fame leader board          Achievement of Cycle Friendly School Award	Appoint WOW Monitors  WOW Monitor training  Re-launch WOW   Celebration events – Cycle Week, Walk to School Week etc. (1 event per term)  Ongoing engagement with WOW and promotion on Dojo   Road markings in playground  Bikeability for Upper School	Miss Davis/P6 teachers  Donna  WOW Monitors/Donna/ Miss Davis   All staff   All staff   Miss Hamill  Staff member/P5-7 classes		



		Celebrate Cycle Week (Recycle-a-Bike to service bikes, community police to promote bike safety)	Staff member		
		Appoint school Cycle Champions (P5)	Staff member		
		Apply for Cycle Friendly School Award	Staff member		
	STP survey from June 2021 compared to June 2022	Identify a group of Junior Parking Attendants.	Miss Davis		
	Pupil voice	Identify a staff member/parents to support JPA.	Miss Davis		
		JPA to collect the views of pupils across the school.	JPA/staff member		
		Class/stage to identify danger zones on routes to school.	Donna		
		Provide training for JPA from Community Police/Donna.	Community police/Donna		
		Source/buy JPA uniform	Miss Hamill/Miss Davis		



## Abercromby PS PEF plan for 2021-2022

In addition to the PEF supporting the above SIP priorities, PEF will also target the following areas as identified through our SQR

Identified gap/barriers	Outcome for Learners	Impact Measure	Intervention	Cost
<i>Linked to barriers identified through analysis of data and illustrated in contextual analysis</i>	<i>What change do you want to see for learners? How much change? Who are the target group? By when?</i>	<i>How will you know the change is an improvement?</i>	<i>What do you plan to do?</i>	<i>How much from PEF?</i>
Attainment-Targeted support in Literacy (writing) from P1, P4 and P7	To raise attainment for 80% of learners in a targeted group for writing by June 2022.	<ul style="list-style-type: none"> <li>- Baseline assessments for writing (pre/post)</li> <li>- Use of Literacy: writing progression pathways</li> <li>- Targeted interventions through Clacks LA training</li> <li>- Benchmarks and Professional Judgements through Tracking &amp; Monitoring meetings (four times per year)</li> <li>- SNSA data will show improvement over time for targeted group</li> </ul>	<ul style="list-style-type: none"> <li>- Targeted groups supported by Learning Assistants</li> <li>- Spelling strategies for supporting writing</li> </ul>	Learning Assistant costs
Parental Engagement	<ul style="list-style-type: none"> <li>-Increase Parental Engagement with every family attending at least two events during school year (not including Parent Consultations)</li> <li>-To increase Parental Engagement and positive interactions between learners and parents/carers in Family Groups</li> </ul>	<ul style="list-style-type: none"> <li>-Attendance at events (track)</li> <li>-Evaluation/Feedback from attendees</li> <li>-Increased engagement with home learning</li> <li>-Parents/carers have a better understanding of the curriculum and how to support their child with their learning</li> <li>-Attendance at Family Groups</li> <li>-Evaluation of groups</li> <li>-Observe positive interactions between Parents/Learners</li> <li>-Build confidence and reduce barriers to parents coming in to school</li> </ul>	<ul style="list-style-type: none"> <li>-Whole school Family Events during and after school hours</li> <li>-Mix of curricular and social events (e.g.; Numeracy and Literacy Café, Family Quiz, Burns Supper, etc.)</li> <li>-Use partners to support events</li> <li>-Provide food/refreshments where appropriate</li> <li>-Targeted families invited to attend Family Groups (lower deciles/need for support)</li> <li>-Cuppa chat with parents and staff each week to check in with tea, coffee, biscuits, etc.</li> <li>-Activities aimed at developing skills across the Curriculum for learners and parents to engage with</li> <li>-Frequent communication on Class Dojo</li> <li>-Partner agencies in to work with groups (Personal Trainers, Active Schools, Cooking, etc.)</li> </ul>	PT Parental Engagement costs
Attendance and Lateness Levels	<ul style="list-style-type: none"> <li>To increase attendance to over 95% for a targeted group of learners by June 2022.</li> <li>To reduce the number of late arrivals at school by 50% by June 2022.</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance data- daily tracking targeted group will show improved attendance for targeted learner</li> <li>- Learners tracking own attendance &amp; timekeeping at school will show improvement</li> <li>- Late book for monitoring late arrivals and specific times will show a decrease in late coming by targeted group of learners (termly evaluation)</li> <li>- Increased communication between school and home</li> </ul>	<ul style="list-style-type: none"> <li>- FSW links with targeted families</li> <li>- FSW offers bespoke support</li> <li>- Walking Bus initiative trialled</li> <li>- Attendance focus groups</li> <li>- Daily Check-ins</li> <li>- Daily phone calls/texts</li> <li>- Monitoring across the week / term</li> <li>- Chart attendance and late arrivals</li> </ul>	Family Support Worker costs

