**REVISED MASTER RECOVERY ACTION PLAN 2020/2021**

**SECTION C1**

**Please indicate whether this action plan refers to a SIP and/or PEF by ticking all relevant boxes.**

**PEF priorities must be specifically targeted at closing poverty related gaps.**

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| **SIP** |  X  |
| **PEF**  |  X |

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| **Establishment**  |  Alva PrimarySchool | **Total PEF Allocation**  | £84,856.00 | **Links to SAC**  |  Equitable Literacy |
| **Cost of this priority** **(PEF Priorities only)**  |  **Total PEF Allocation** **£ 3,482 (PT post – L Gray)** **£1,000 (Nurturing Schools Programme Training)** **£6,026.33 (Wellbeing Scotland)**  |
| **Headteacher**  |  Allison Littlejohns  | **Accountable Person**  |  Laura GrayGeraldine Hayes |

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| **Outcome (Transformational Recovery)**  |
| *Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)*   A nurturing approach will be promoted as a key element to supporting behaviour, wellbeing, attainment and achievement in Alva Primary School.  Nurture Principles 3 and 6 will be used to support the implementation of nurturing approaches in our setting.    |
| **Rationale for this proposal?**  |
| *Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*  Due to COVID-19 staff did not have ample time to work through the SIP 19/20 health & wellbeing interventions.  As children have come back to school after a substantial period of time at home, focus on transitioning back to school life full time and feeling safe in their environment is paramount. Alva Primary completed the ‘Applied Nurture Framework’ (Jan 2019, whole staff (teaching, nursery and learning assistant involvement) needs analysis which indicated the following training needs: * Nurture Principle 3 – the importance of nurture for the development of wellbeing
* Nurture Principle 6 – the importance of transitions in children’s lives
* GIRFEC principles
* Supporting children through transitions during the school day and out with school life
* Children feel safe, happy and regulated at school.

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| *What will you do? What evidence do you have that this will be effective?* * Nurture training for staff members to make specific interventions with individuals.
* Wellbeing worker to work with staff and children to create staff spaces within the school for children.
* Evaluate strengths and difficulties questionnaires- target specific children to make interventions.

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| *Who has been consulted? How? What was their feedback?* * Children, staff and a focus group of parents have been consulted.

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