**)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.**

|  |  |
| --- | --- |
| **SIP** |  X  |
| **PEF**  |  X |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Establishment**  |  Alva PrimarySchool | **Total PEF Allocation**  | £84,856.00 | **Links to SAC**  |  Equitable Literacy |
| **Cost of this priority** **(PEF Priorities only)**  |  £2,200 (Pie Corbett training)£11,137.50 (0.2 FTE – A Kenny, CT) |
| **Headteacher**  |  Allison Littlejohns  | **Accountable Person**  |  Victoria Daley |

|  |
| --- |
| **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?)*  Sustaining and developing our reading culture will remain a priority. The reading culture will form the basis for developing pupils’ abilities to write both functionally and creatively. Whole school training in Pie Corbett’s Talk for Writing will inform new planning documentation and a progressive writing pathway will be established across the school. Development of the current Grammar and Spelling pathways will be taken into consideration by the planning group. At Early and First level, the implementation of Colourful Semantics will assist the writing programme.   |
| **Rationale for this proposal?**  |
| *Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*  Reading has been an authority wide and school based priority for the last two years and while attainment in this is improving, the data now shows that the focus should shift to writing. Analysis of writing attainment, pre Covid-19 lockdown highlighted a need for targeted interventions in Grammar and Spelling work across First and Second level. Approaches to the teaching of writing vary across the school and are not currently consistent.     |
| *What will you do? What evidence do you have that this will be effective?* * Talk for Writing training – a consistent approach will be adopted by all staff, clear progression will be evident.
* Development of Grammar and Spelling pathways – improved attainment in Grammar and Spelling across levels.

  |
| *Who has been consulted? How? What was their feedback?*  Staff were consulted about next steps in Literacy priorities, pre Covid-19 lockdown. Writing planning and progression/consistency of approaches was highlighted as a next step for the school.       |