



Park Primary School

School Improvement and PEF Plan

Session 2020 - 2021

REVISED MASTER RECOVERY ACTION PLAN 2020/2021

3 YEAR PLAN

ESTABLISHMENT	Park Primary School	HEADTEACHER	Kay Strang
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Outcome (Transformational Recovery): ASPIRATIONAL 3 year plan

Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)

OUTCOME: A WHOLE SCHOOL CURRICULUM AND PEDAGOGY THAT MEETS THE NEEDS OF ALL LEARNERS

Over the next three years we will have a clear focus on **raising attainment** and ensuring **equity for all**. We will prioritise the **Emotional, Physical and Social wellbeing** of our children and families within Park Primary and our wider community in order to meet their needs. We will **refresh our curriculum**, to ensure that we are Getting it Right for Ever Child through Universal, Enhanced and targeted supports, creatively developing alternative enhanced curriculum experiences. In turn, children will become more **motivated and engaged learners and**, teachers will become more skilled in **differentiation** and providing **varied learning experiences**.

Rationale for this proposal?

Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)

Park Primary School's demographic profile is one of high levels of deprivation, with XX% of children and families living within Deciles 1 and 2. Our attainment, based on session 19/20 teacher professional judgements is:

Reading: 76%, Writing: 70%, Listening and talking: 71%, Numeracy 70%

We do however recognise that planned interventions were not taken forward, and based on feedback, most of our children and families found it challenging maintaining routine and completing and submitting home learning tasks during lock down. We anticipate that there will be a short fall in these figures. We also recognise that children and families' Emotional. Physical and Social Wellbeing may have been adversely affected.

In order to meet the needs of all learners and to close to poverty attainment gap, whilst providing Excellence and Equity for all, we need to refresh our curriculum to include accessibility to digital technology for our children and families. We need to reflect on our learning and teaching approaches to build on our understanding of

trauma, R4L, attachment, stages of play, outdoor learning, as well as our use of assessment tools to ensure we are meeting the needs of all children, socially, emotionally and academically. We will strive for Excellence!

What will you do? What evidence do you have that this will be effective?

Whole school programmes will provide a clear learning and teaching focus for staff through:

- Progressive Literacy Programme
- Progressive Maths and Numeracy Programme
- Progressive Health and Wellbeing Programme
- Progressive IDL Programme to include DYW, Enterprise, Global Citizenship, Right of the Child etc.

Improve and develop pedagogy, which include:

- Learning through Play (P1-7)
- Outdoor learning
- Digital learning
- Community learning

Improve the use of assessment data to plan more effectively for children:

- Agree core data as measurement tools to be used
- Develop understanding of the use of assessments to meet the needs of those with ASN
- Formative and Summative assessment
- Feedback and moderation

NIF Priority

HGIOS 4 Qis/HNIOS Principles

Please highlight	Please highlight and add any other relevant QIs linked to improvement work	
<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>HGIOS 4 Qis</p> <p>1.3 Leadership of Change;</p> <p>2.3 Learning, teaching and assessment;</p> <p>2.2 Curriculum</p> <p>3.1 Ensuring wellbeing, equity and inclusion,</p> <p>3.2 Raising attainment and achievement</p> <p>2.4 Personalised Support</p> <p>2.5 Family Learning</p>	<p>HNIOS Principles</p> <ol style="list-style-type: none"> 1. Children's learning is understood developmentally 2. Classroom offers a safe base 3. Nurture is important for the development of self esteem 4. Language is understood as a vital means of communication 5. All Behaviour is communication 6. Transitions are significant in the lives of children and young people.

Year 1

Year 2

Year 3

Persistence Ambition Respect Kindness

Reconnecting + Community
Wellbeing, Emotional, Physical / Choices

How Nurturing is Our School?

Principles

- # ① Chn's learning is understood developmentally
 - + Attachment / NME / Brain development /ve interactions R4L
- ② Classroom offers a safe base
Emotional warmth / consistency / de-escalation / safe spaces
- △ ③ Nurture is important for dev of self esteem
Resilience, Self esteem, GMS, Emotional Regulation
One to one support
- ④ Language understood as a vital means of communication
Empathy, caring modelled. Understand / express feelings
Sense of belonging, non-verbal communication
- ⑤ All behaviour is communication
High quality collaborative problem solving, Restorative
Staff attune to non-verbal communication.
- ⑥ Transition's
High level of awareness of transition points to meet needs
High quality agency + family work
Can consult's about changes

Children's Rights

Wellbeing Indicators

- Safe
- Healthy
- Active
- Nurture
- Achieving
- Respected
- Responsible
- Included

CLD

- 1.3 Leadership of change
 - Vision Values
 - Strategic - continuous improvement
 - Impl change + improvement
- 2.2 Curriculum
 - Rationale + Design
 - Dev of curriculum
 - Learning pathways
 - Skills life/work
- 2.3 Learning, Teaching + Assessment
 - Learning + Engagement
 - Quality of teaching
 - Effective use of assessment
 - Planning / Tracking + monitoring
- 2.7 Partnerships
 - Dev + Prom of partnerships
 - Collaborative learning + improvements
 - Impact on learners
- 3.1 Ensuring wellbeing, equality + Inclusion
 - Wellbeing
 - Structural changes
 - Inclusion + equality
- 3.2 Raising attainment + achievement
 - Attainment lit / num
 - Attainment over time
 - Overall quality of learners' achievements
 - Equity for all learners

Context
Demographics
Covid
HwB

HGIOS.

DIFFERENTIATION

GOOGLE CLASSROOM
Our School

2.4 personalised support

Key aspects

- △ Rights/Exp.
 - T+L pedagogy
 - △ * Consistency
 - △ * Community
 - △ * Relationships
 - △ * Environment
 - △ * Ethos
- MAPA △ Training / CPD
- △ Inclusive app
- △ * Leadership

Star Pupils
Music Therapy
Citizenship
Staff Fundraising
School Travel Plans

curriculum
nutrition
ice Misur

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	Park Primary	Total PEF Allocation	£195,000 (£32,000 after staffing/HR)	Links to SAC	<u>Improving outcomes PTs</u> Emma Watt
		Cost of this priority (PEF Priorities only)	£11,350		David Swain Nick Traquair
Headteacher	Kay Strang	Accountable Person	Kay Strang		

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?)

There will be an increase in staff confidence and skill in analysing data and assessment information, taking into consideration the health and wellbeing profiles of our children, by May 2021. This will in turn inform learning and teaching approaches and improve differentiation.

Rationale for this proposal?

Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)

We recognise that the Covid experience of lock down and school closure, that children’s HWB and engagement in learning would be further compounded. We therefore need to reflect on our learning and teaching approaches to build on our understanding of trauma, R4L, attachment, stages of play and outdoor learning. We also need to make better use of assessment and assistive technology tools to ensure we are meeting the needs of all children, socially, emotionally and academically. Eg. Boxhall, Mini maps, BRIEF, Attachment Observation Schedules (AOS), dyslexia screeners, Clicker 7 etc.

Use of PEF: Develop a Sensory Room, Music Therapy, Community Learning experiences to support the enhanced curriculum in meeting the HWB needs of children and families.

What will you do? What evidence do you have that this will be effective?

We will create a work stream for a team of staff to develop a framework in partnership with the Educational Psychologists, identifying a suite of selected assessments tools. It will clearly outline the purpose of the assessment, when it should be carried out, reviewed and most importantly how we use the information to inform our learning and teaching approaches.

This will be effective, as we have already started using Boxalls, Mini maps and attachment observation schedules, with a few children which has informed our planning and their enhanced curriculum. There are early signs that the interventions are having a positive impact on their engagement and cooperation with adults in school for a few children. We would like to use this to develop our Universal, Enhanced and Targeted curriculum over a 3 year period.

Who has been consulted? How? What was their feedback?

Staff: Staff were involved in the self-evaluation process and professional dialogue in developing our School Improvement Plan. They value the need to make better use of assessments, to build on our knowledge of Early Childhood trauma, NME, Attachment and the Principles of Nurture to better plan for children’s learning. They see the link between HWB, pedagogy and raising attainment.

Parents: A few of our parents were anxious about their children returning to school following lock down. They are very supportive of a clear focus on Health and Wellbeing, but also want their children to be learning.

Educational Psychologist: Liz Owen and Lesley Taylor are keen to work in partnership with the school, to develop our understanding of assessments and how they can be used to support children’s HWB and learning needs.

NIF Priority

HGIOS 4 Qis/HNIOS Principles

Please highlight	Please highlight and add any other relevant QIs linked to improvement work	
<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>HGIOS 4 QIs</p> <p>1.3 Leadership of Change;</p> <p>2.2 Curriculum</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</p> <p>2.4 Personalised Support</p>	<p>HNIOS Principles</p> <ol style="list-style-type: none"> 1. Children's learning is understood developmentally 2. Classroom offers a safe base 3. Nurture is important for the development of self esteem 4. Language is understood as a vital means of communication 5. All Behaviour is communication 6. Transitions are significant in the lives of children and young people.

Start Date	Time Allocation	Progress Review Dates	Completion Date
September 2020	10 hours WTA + 2 collegiate sessions	December '20 March '21	June '21

		June '21	
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Outcomes - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners)	Measurement Plan - What evidence will you gather to measure impact? When?	RAG (This can be done on each of the dates noted above)	
		Date	RAG
<u>Short (Sept – Dec '20)</u> The HWB work stream will gather a suite of assessments and identify the purpose and how the information will impact learning and teaching approaches. Eg. Active learning, movement breaks, digital learning, outdoor learning etc. We will work in partnership with the Educational Psychologist	The assessment framework will be shared with staff, and any identified CLPL delivered as part of the collegiate calendar.eg. Analysis of SNSA data, use of Boxall info etc. Feedback from staff	Dec '20	
	Identify a few children across classes to carry out a small test of change to measure impact	Dec '20	
<u>Medium (Dec '20 – April '21)</u> Staff use appropriate assessments and analyse data to plan and adapt learning and teaching approaches. Individual children will have measurement plans in place for tracking their progress.	The impact of CLPL will be evident in classes. Measurements will evidence initial progress and inform next steps	Mar '21	
<u>Long (April '21 – June '21)</u>	Tracking and planning meetings	June '21	

<p>Staff are more confident in planning a wider curriculum to support the needs of identified children</p> <p>Children will be more motivated and engaged through the use of adapted learning and teaching approaches.</p>	<p>CLPL feedback from staff</p> <p>Measurements will evidence progress and inform potential adaptations.</p>		
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REVISED MASTER RECOVERY ACTION PLAN 2020/2021

SECTION C1: Digital learning

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	Park Primary	Total PEF Allocation	£195,000 (£32,000 after staffing/HR)	Links to SAC	
		Cost of this priority (PEF Priorities only)	£8,000		
Headteacher	Kay Strang	Accountable Person	Ashley Abercrombie		

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?)

There will be an increase in staff confidence and skill in selecting, using and integrating digital technology to support learning and teaching across the curriculum. Particular focus will be given to meeting learners needs through the use of assistive technologies to support learners with additional support needs. This will lead to improved experiences for learners

Rationale for this proposal?

Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)

We recognise that the COVID experience of school closures had a significant impact on how learning and teaching was approached using digital technology. Primarily, access to devices and suitable internet connections was a challenge for most families and this was compounded by learners', parents and carers being unfamiliar with the basic digital skills required to support learning.

Through lockdown staff developed their digital skills in relation to creating online classrooms where they could support learning. We are keen to build on this enhanced skill level through high quality CLPL and planned opportunities to develop digital literacy and learning.

Use of PEF: Purchase additional Chromebooks for P5-7 learners to support equitable access to digital devices for all children and demonstrate our commitment to embedding digital learning within our curriculum.

What will you do? What evidence do you have that this will be effective?

We will create a work stream for a team of staff to develop a digital learning framework, identifying a suite of selected technologies to be used across the school to support learners. It will clearly outline the knowledge and skills to be taught as well as the milestones to track children's progress through a level.

We will also have an additional focus on the use of Assistive Technologies to support learners with Additional Support Needs. This will allow staff to plan more effectively to ensure learners' needs are being met.

Who has been consulted? How? What was their feedback?

Staff: Staff were involved in the self-evaluation process and professional dialogue in developing our School Improvement Plan. They are keen to further develop their own digital skills to support learning and teaching. They are motivated about the expansion of available technologies and are keen to integrate this into teaching approaches to support and engage learners.

Parents: A number of our parents are keen to develop their own digital skills to support learning at home. They are very supportive of using digital technology but recognise the need for a balance between digital and non-digital learning experiences.

Children: Learners have expressed their interest in developing their own digital skills through the use of coding, film-making and animation. They are keen to develop and take part in STEM clubs but recognise this is difficult under the current COVID guidelines and restrictions.

<p style="text-align: center;">NIF Priority</p> <p style="text-align: center;">Please highlight</p>	<p style="text-align: center;">HGIOS 4 Qis</p> <p style="text-align: center;">Enhancing Learning and Teaching through the Use of Digital Technology: A Digital Learning Strategy for Scotland</p> <p style="text-align: center;">Please highlight and add any other relevant QIs linked to improvement work</p>	
<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>HGIOS 4 Qis</p> <p>1.3 Leadership of Change;</p> <p>2.2 Curriculum</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</p> <p>2.4 Personalised Support</p>	<p>Enhancing Learning & Teaching through the use of Digital Technology Strategy</p> <ol style="list-style-type: none"> 1. Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching 2. Improve access to digital technology for all learners 3. Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery 4. Empower leaders of change to drive innovation and investment in digital technology for learning and teaching

Start Date	Time Allocation	Progress Review Dates	Completion Date
September 2020		December '20 February '21 June '21	June '21

Outcomes - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners)	Measurement Plan - What evidence will you gather to measure impact? When?	RAG (This can be done on each of the dates noted above)	
		Date	RAG
<u>Short (Sept – Dec '20)</u> Staff will have engaged in appropriate CLPL to support their knowledge and skills required to teach using the Digital Progression pathways. P5-7 children will be developing their core digital literacy skills to enable them to confidently access and operate the available technology.	Feedback from CPLP sessions Learning and teaching observations Staff confidence scale before and after training Pupil learning conversations	Dec '20	
		Dec'20	
<u>Medium (Dec '20 – April '21)</u> Children will be making good progress through the Digital progression pathways within P5-7	Tracking and monitoring of planning and progress		
		April' 21	

Assistive technologies will be identified and appropriate CLPL delivered to staff to support children with ASN	Children's work will show progress through the use of assistive technologies. Eg. Clicker 7	April' 21	
	Staff confidence scale and evaluations after integrating technologies into classroom practice.	April' 21	
<u>Long (April – June '21)</u> Children continue to make good progress through the Digital progression pathways within P5-7.	Tracking and monitoring of planning and progress Children's work will show continued progress through the use of assistive technologies. Eg. Clicker 7	June '21	
Assistive technologies guidance for staff will be produced and used to support children with ASN.	Learning Conversations with pupils	June '21	
Children will produce short video clips to showcase their learning to parents and carers on Dojo and YouTube.	Increase in the number of views on YouTube Channel videos.	June '21	
Opportunities to share appropriate assistive technologies and strategies with identified parents and carers.			

Appendix D2

REVISED MASTER RECOVERY ACTION PLAN 2020/2021

SECTION C1 – Play based learning

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	✓
PEF	✓

Establishment	Park Primary	Total PEF Allocation	£195,604	Links to SAC	Improving Outcomes PT Jaki Reid
		Cost of this priority (PEF Priorities only)	£2000		
Headteacher	Mrs Kay Strang	Accountable Person	Mrs Yvonne Green		

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?)

Staff from P1-P3 will have an increased understanding of the benefits of a play-based approach to learning and structure their day to ensure quality learning experiences are underpinned by the pedagogy of play within an environment conducive to play. These staff will understand where their children are developmentally and plan appropriate play-based learning experiences which support their social and emotional wellbeing as well as progressing their learning. Where appropriate, learning will be observed, assessed and tracked through play and recorded using a variety of methods.

All staff from P1-P7 will be able to engage in professional dialogue about a play-based approach to learning. They will consider how such an approach may impact on their own practice in order to meet the social and emotional wellbeing of their children and engage learners in academic tasks which support them to progress. Learners needs will be understood developmentally.

Rationale for this proposal?

Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)

Previous work carried out in partnership with our Educational Psychologists using the R4L approach to support the regulation of our P1 pupils was very successful and resulted in significant gains in executive functioning scores. To build on our understanding of R4L we need to consider where children are developmentally. In order to meet the needs of all learners and to close to poverty attainment gap, whilst providing Excellence and Equity for all, we need to refresh our learning and teaching approaches to build on our understanding of trauma, R4L, attachment, stages of play, outdoor learning, as well as our use of assessment tools to ensure we are meeting the needs of all children, socially, emotionally and academically.

What will you do? What evidence do you have that this will be effective?

We will create a work stream for a team of staff to develop a play-based learning framework. Staff will engage in research based literature to extend their knowledge of the pedagogy of play. They will link their reading to their current understanding of R4L and childhood adversity and develop the learning environment before implementing a play-based approach. We understand the impact of the environment and the different ways children learn based on prior interventions. Selected children's progress will be tracked through the use of Bruce Perry's regulation theory, Mildred's stages of play and attainment information.

Who has been consulted? How? What was their feedback?

Staff already recognise the need for learning and teaching approaches to be adapted appropriately to more effectively meet the needs of their children. They have a good understanding of brain development and attachment theory and how this directly impacts on how children learn and the types of experiences they need. Relationships are key in meeting learners' needs.

<p>NIF Priority</p> <p>Please highlight</p>	<p>HGIOS 4 Qis/HNIOS Principles</p> <p>Please highlight and add any other relevant Qis linked to improvement work</p>	
<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>HGIOS 4 Qis</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</p> <p>2.4 Personalised Support</p>	<p>HNIOS Principles</p> <ol style="list-style-type: none"> 1. Children's learning is understood developmentally 2. Classroom offers a safe base 3. Nurture is important for the development of self esteem 4. Language is understood as a vital means of communication 5. All Behaviour is communication 6. Transitions are significant in the lives of children and young people.

Start Date	Time Allocation	Progress Review Dates	Completion Date
Sep '20	10 hours + 2 collegiate sessions	Dec '20, Apr '21, June '21	June '21

Outcomes - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners)	Measurement Plan - What evidence will you gather to measure impact? When?	RAG (This can be done on each of the dates noted above)	
		Date	RAG
Short (Oct – Dec '20) P1-P3 staff will engage in professional reading about play-based learning. P1-P3 staff will have a developed understanding of the benefits behind a play-based approach to learning. Staff from P1-P3 will have developed a learning environment and resources which provides opportunities for rich, play-based learning.	Professional dialogue Pre and post attitudes questionnaire CLPL feedback Professional dialogue Classroom environment (pre/post photos) Peer feedback and professional dialogue regarding environment and resources	Dec '20	
		Dec '20	
		Dec '20	
Medium (Jan – Mar '21)	Class observations	Apr '21	

<p>P1-P3 staff will structure parts of their day to support a play-based approach to learning.</p> <p>Staff from P1-P3 will support the rest of the staff team in developing their understanding of the 7 stages of play.</p>	<p>Forward planning</p>		
	<p>CLPL feedback</p> <p>R4L triangle data</p>	<p>Apr '21</p>	
<p>Long (Apr – Jun '21)</p> <p>All staff from P1-P7 will engage in professional reading about play-based learning.</p> <p>All staff from P1-P7 will have a developed understanding of the benefits behind a play-based approach to learning.</p>	<p>Professional dialogue</p> <p>Pre and post attitudes questionnaire</p> <p>CLPL feedback</p>	<p>June '21</p>	
	<p>CLPL feedback</p> <p>Professional dialogue</p>	<p>June '21</p>	

Appendix D3

Pupil Equity Funding 2020/2021 Additional Planning Template

Please provide a full action plan for your main PEF spend within your SIP/PEF Plan. Smaller items should be detailed below.

Establishment Name: Park Primary School

What	Rationale	Intended Outcomes	Measurement	Impact to date	Cost
<u>Literacy:</u> Non-fiction texts	Limited non-fiction texts throughout school.	Children will read a variety of non-fiction writing to support writing, which in turn will improve	Pupil learning conversations Samples of writing		£1000
Early Years Texts	Limited texts beyond core ORT to support 3 particular bands	Children will have a wider range of text to progress in their reading	Progress and tracking meetings Learning and teaching observations		£2700
P4-7 texts	A set of core readers to support reluctant pupils	Better engagement in reading	Progress and tracking meetings Learning and teaching observations		£2000
Novels	Increase the number and genres of texts to support equitable literacy	Children need to read a variety of non-fiction writing to support writing	Progress and tracking meetings Learning and teaching observations Samples of writing		£1000

What	Rationale	Intended Outcomes	Measurement	Impact to date	Cost
<u>Numeracy</u> Sumdog	Increased opportunities for learning through digital approach to in school and home learning.	Children will have increased opportunities to practise numeracy skills which in turn will lead to an increase in pupil attainment and confidence.	Use of Sumdog assessment and skill trackers.		£840
Numeracy concrete materials	Develop learners' conceptual understanding and build a wider range of strategies to support learning new concepts.	Children will be able to use a range of concrete materials and strategies to demonstrate their mathematical thinking leading to an increase in understanding and attainment.	Learning Conversations Learning & Teaching Observations Samples of learners' work		£1500
<u>Health and Wellbeing</u> Growth Mindset UK	Improved mindset and wellbeing for children and staff	Mind-set Ambassadors will be part of the pupil leadership team promoting GMS for all children.	Sonia Grant will provide data		£4700
P7 Hoodies	Equity of access to a traditional transition celebration	All children will get a hoodie, with no cost			£700

