** ACTION PLAN 2019/2020**

**PRIORITY 1 - SECTION 1**

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

Please remember that PEF priorities should be specifically targeted at **closing poverty related gaps**.

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| Cluster/ Establishment | St Bernadette’s RCPS | Total PEF Allocation | 27000  19952 | Links to SAC | Literacy & Numeracy |
| (For PEF Priorities only) Cost of this priority |
| Headteacher | Nuala McElroy | Accountable Person | Overall; N McElroy  Lit: K McDonald  Num; A Renwick  AfL; R Crawford | Improving Outcomes Manager | Kaye Hills |

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| Outcome (Transformational) |
| Please detail proposed intervention in terms of outcomes for learners. (Consider What will change? For whom? By how much? By when?)  Learners’ outcomes will be improved and attainment raised by developing teacher and learning assistant skills in the assessment of learners’ progress and the planning of appropriate next steps and interventions. Class teaching will be supported by inputs from the PEF-funded teacher and support assistant for those children in SIMD 1-3. Our aim is that all children will have made at least a year’s progress by June 2020 and that the attainment gap will have narrowed. |
| Rationale for this proposal? |
| Please detail the information/data which has prompted this work. For PEF priorities please detail the **poverty related gap** which you are addressing and the evidence of this gap.  Teaching and Learning in the 2018 local authority review rated teaching and learning in Numeracy and Literacy as Good and Satisfactory. As a school, we are aiming for excellence. While our attainment in Numeracy has risen, our attainment in Literacy has not over 2018-19 despite a positive review, in April 2019, of our implementation of Equitable Literacy.  Developing educators’ skills through CLPL and collaborative working is one of the most effective ways to improve learners’ outcomes and to reduce the poverty-related attainment gap. We believe, as Dylan Wiliams states, *‘In the classrooms of the best teachers, students learn at twice the rate they do in the classrooms of average teachers—they learn in six months what students taught by the average teachers take a year to learn. And in the classrooms of the least effective teachers, the same learning will take two years. Moreover, in the classrooms of the most effective teachers, students from disadvantaged backgrounds learn just as much as those from advantaged backgrounds, and those with behavioural difficulties learn as much as those without[[1]](#endnote-1). That is why, as Michael Barber says, the quality of a country’s education system cannot exceed the quality of its teachers.’* |
| What will you do? What evidence do you have that this will be effective?  The staff will attend authority-led and externally sourced CLPL to develop their skills in assessing progress and developing appropriately challenging programmes of work that meet learners’ needs. Collegiate activities within the school will focus on assessment and the moderation of planning and assessment to ensure learners’ experiences meet pupils’ needs and raise attainment.  Resources that provide a framework for delivery of the curriculum will be obtained. |
| Who has been consulted?  The Parent Council, staff and pupils have been consulted. |

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| NIF Priority | NIF Driver(s) | HGIOS 4 QIs |
| Closing the gap between the most and least disadvantaged pupils.  (For PEF priorities the NIF priority is stated above. For SIP priorities please change as required) | Teacher professionalism  Assessment of children’s progress | 1.3 Leadership of Change  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment |

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| Start Date | Time Allocation | Progress Review Dates | Completion Date |
| August 2019 | Approximately 60 hours | Nov – Feb - May | June 2020 |

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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 |
| Short  Staff confidence in teaching and learning will have increased through:   * Clicker7 training * BugClub training * IWB training * immersive room training * Leckie’s Concrete-Pictorial – Abstract approach in Numeracy * TLC sessions continue * collaborative development of assessment approaches * peer observations to moderate R/A/G class assessment sheets * staff have greater responsibility for tracking data. | * Likert scales for staff confidence re   + Bug Club   + Clicker 7   + new IWBs   + immersive room   + Leckie’s Maths resources   + assessment   + Equitable Literacy * Pupil questionnaires * SMT observations * Staff records * Peer observation notes * Peer observation moderation discussion notes | Aug |  |
| Dec |  |
| Mar |  |
| Jun |  |
| Medium   * Staff skills are developed through undertaking local authority CLPL in Literacy, Numeracy and HWB * Low-stakes ongoing assessments result in children   + having their progress more accurately assessed   + having their learning needs identified more quickly   + experiencing learning activities that are more responsive to their needs * PT will be working with pupils living in SIMD 1-3 on identified gaps in Literacy and learning. PT will coordinate follow-up support from PEF-funded Learning Assistant. * Children’s confidence in writing improves as they use all the features of Clickr 7 and the stimulus of the immersive room | * CLPL attendance figures * Likert scales * Pupil questionnaires * Tracking * TAC notes * Children’s writing * SMT observations | Aug |  |
| Dec |  |
| Mar |  |
| Jun |  |
| Long (copy and paste from Section 1)  Learners’ outcomes will be improved and attainment raised by developing teacher and learning assistant skills in the assessment of learners’ progress and the planning of appropriate next steps and interventions. Class teaching will be supported by inputs from the PEF-funded teacher and support assistant for those children in SIMD 1-3. Our aim is that all children will have made at least a year’s progress by June 2020 and that the attainment gap will have narrowed. | Likert scales  SMT observations  Teacher Professional Judgements  SNSA  NGRT | Nov |  |
| Feb |  |
| May |  |

**PRIORITY 2 - SECTION 1**

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

Please remember that PEF priorities should be specifically targeted at **closing poverty related gaps**.

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| Cluster/ Establishment | St Bernadette’s RCPS | Total PEF Allocation | 27000  4240 | Links to SAC | HWB |
| (For PEF Priorities only) Cost of this priority |
| Headteacher | Nuala McElroy | Accountable Person | Debbie MacLeod | Improving Outcomes Manager | Kaye Hills |

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| Outcome (Transformational) |
| Please detail proposed intervention in terms of outcomes for learners. (Consider What will change? For whom? By how much? By when?)  Children will be supported to make the transition to the new campus successfully in order that they have a greater sense of wellbeing and increased readiness for learning. Staff will work with parents, partners and Abercromby staff to ensure that children's scores on the SHANARRI Wheel are maintained and increased between August 2019 and June 2020. PASS scores will have increased on the scores in May 2019. The gap between the PASS scores of children living in SIMD 1-3 in comparison to those in SIMD 4-10 will have decreased. |
| Rationale for this proposal? |
| Please detail the information/data which has prompted this work. For PEF priorities please detail the **poverty related gap** which you are addressing and the evidence of this gap.  Our new school will have very different learning environments which will necessitate changes in the ways that teachers and children approach learning. The new environments offer many opportunities but change is stressful and we want to be pro-active in minimising any negative impact. The playground will not be ready so our P4-7 children will be travelling to their old school playground every day but will be experiencing it in a group of 360 rather than 130. Several of these children have enrolled at our school because they were unable to cope in a larger school – for those children and their families, the move to the larger campus is causing anxiety.  As the transition to our new campus has approached, our children have been expressing heightened anxiety about being part of a much larger cohort of pupils in a variety of ways: conversations with teachers and parents; an increase in friendship issues; an increase in self-regulation issues and a decrease in PASS assessment scores. The number of children being referred to our Wellbeing Support Worker has increased to the point where we are finding it difficult to accommodate them all and we have had to assign one quarter of our Learning Assistant time to support individuals through one-to-one SEBN sessions. This has a negative impact on our ability to provide small group or one-to-one Literacy and Numeracy support for those pupils in SIMD 1-3 who need targeted interventions to raise their attainment. In addition, we know from our colleagues in the Educational Psychology Service that readiness for learning is a key component of raising attainment. |
| What will you do? What evidence do you have that this will be effective?  By engaging staff, children, parents and partners more actively in targeted and universal wellbeing initiatives, we believe that we will raise wellbeing and improve attainment. We hope to make parents effective partners in supporting our children with the transition to the new school and Readiness for Learning approaches.  As reported by Public Health England in ‘The Link Between Pupil Health and Wellbeing and Attainment’; *Social and emotional competencies have been found to be a more significant determinant of academic attainment than IQ. One study of curriculum-based emotional resilience programmes found short-term improvements in pupil attendance and attainment rates, particularly among those eligible for free school meals and pupils performing below the national average in maths and English. School-based programmes of social and emotional learning therefore have the potential to help young people acquire the skills they need to make good academic progress. They also produce benefits to pupils’ health and wellbeing, offering a significant return for the resource and time investment by schools to establish such programmes.* |
| Who has been consulted?  Children, staff and Parent Council |

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| NIF Priority | NIF Driver(s) | HGIOS 4 QIs |
| Closing the gap between the most and least disadvantaged pupils.  (For PEF priorities the NIF priority is stated above. For SIP priorities please change as required) | School Leadership  Parental Engagement | 2.6 Transitions  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion |

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| Start Date | Time Allocation | Progress Review Dates | Completion Date |
| August 2018 | Approximately 30 hours | Oct – Feb - Apr | June 2020 |

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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 |
| Short  As a staff, we will have a clear picture of the anxieties re transition being experienced by   * children * staff * pupils   in order to plan effective interventions that address those anxieties | PASS assessments  SHANARRI wheels  TAC meetings  Parent questionnaires  Staff questionnaires | Oct |  |
| Feb |  |
| Medium  Staff skills in supporting children with anxiety will be developed through:   * online Clacks R4L training * online SAMH training * Circle Time training * regular discussion of the impact of the new learning environments   Pupil wellbeing will be improved through   * introducing regular mindfulness sessions * promoting the House Group working sessions * promoting the role of the Pupil Council in reporting issues * promoting opportunities for Pupil leadership * refreshing our work on Growth Mindsets * setting up our new sensory gym and safe space * working closely with Abercromby staff on playground supervision.   Parents will be partners in the transition through:   * TAC meetings where appropriate * Parental Drop-in sessions * working with our Early Intervention Team Member * Parents and Pupils as Partners meetings * Tours and workshops in the new school   Partners will contribute through:   * providing advice on working within the new learning environments * providing advice re supporting those individual pupils who experience acute anxiety re the busy playground, dining room etc * Fr Mike leading House Group Retreats. | Likert scales  Training records  Pupil questionnaires  Parent questionnaires  Staff engagement record | Oct |  |
| Feb |  |
| Apr |  |
| Long (copy and paste from Section 1)  Children will be supported to make the transition to the new campus successfully in order that they have a greater sense of wellbeing and increased readiness for learning. Staff will work with parents, partners and Abercromby staff to ensure that children's scores on the SHANARRI Wheel are maintained and increased between August 2019 and June 2020. PASS scores will have increased on the scores in May 2019. The gap between the PASS scores of children living in SIMD 1-3 in comparison to those in SIMD 4-10 will have decreased. | PASS assessments  SHANARRI wheels  TAC meetings  Parent questionnaires  Staff questionnaires | Oct |  |
| Feb |  |
| May |  |

**PRIORITY 3 - SECTION 1**

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

Please remember that PEF priorities should be specifically targeted at **closing poverty related gaps**.

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| Cluster/ Establishment | St Bernadette’s RCPS | Total PEF Allocation | 27000  1292 | Links to SAC | Literacy, Numeracy |
| (For PEF Priorities only) Cost of this priority |
| Headteacher | Nuala McElroy | Accountable Person | Donna Morgan | Improving Outcomes Manager | Kaye Hills |

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| Outcome (Transformational) |
| Please detail proposed intervention in terms of outcomes for learners. (Consider What will change? For whom? By how much? By when?)  Pupils will experience more engaging learning activities across the curriculum as educators develop their skills in using the new technology available in the campus. Pupils will develop their skills in digital literacy and STEM subjects through their use of the exciting new resources. Pupil responses to a confidence and engagement survey will have improved from August 2019 to June 2020. |
| Rationale for this proposal? |
| Please detail the information/data which has prompted this work. For PEF priorities please detail the **poverty related gap** which you are addressing and the evidence of this gap.  In our new school campus, we have many more IT resources and access to staff training than we enjoyed previously so we are determined to ensure that our children develop their digital literacy skills as part of our drive to ensure that our children are equipped for work, learning and life.  We believe that using a wider range of technologies and teaching our children to code will improve the probability of their achieving positive destinations. The level of income and employment deprivation in Clackmannanshire is higher than in Scotland as a whole. The average working age employment rate is 66.4%, which is below the national average of 72.5%. Unemployment rates are 11.3%, higher than the Scottish average of 6.6%. (<http://www.clacksweb.org.uk/document/5129.pdf>). Our economic context is the prompt for this work. |
| What will you do? What evidence do you have that this will be effective?  Our new school campus offers many opportunities for using technology to enhance the curriculum. There will be the immersion room, the class sets of VR headsets, iPads and laptops as well as the new interactive whiteboards. As part of the transition, staff are to receive training on the use of technology. At the same time, we are looking at our delivery of interdisciplinary learning, particularly STEM subjects and have purchased a range of resources to support the development of coding skills. We hope to build on the training provided to our P7 Digital Ninjas in 2017-18, giving them a leadership role in our digital communication with our families. |
| Who has been consulted?  Children, staff and Parent Council |

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| NIF Priority | NIF Driver(s) | HGIOS 4 QIs |
| (For PEF priorities the NIF priority is stated above. For SIP priorities please change as required) | Teacher professionalism | 2.3 Learning, teaching and assessment  3.3 Increasing creativity and employability |

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| Start Date | Time Allocation | Progress Review Dates | Completion Date |
| Aug 19 | Approximately 20hours | Oct – Feb - Apr | Jun 20 |

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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 |
| Short  Staff will develop skills in the use of technology to engage pupils in a wide range of learning experiences across the curriculum through training.  Staff will develop skills in the teaching of STEM subjects through whole school projects. | Staff and pupil Likert Scales | Nov |  |
| Feb |  |
| Medium   * Children will be more engaged in their learning through staff collaboratively planning, delivering, evaluating and moderating of learning experiences using technology to enhance learning * Children will develop their own skills in using the technology available * Children will develop their leadership through P6 & P7 exploring and delivering digital communication with families * Children will experience a more cohesive and progressive programme of STEM learning activities. | Planning & moderation documents  Peer observations and discussions  Digital communication output  Staff and pupil Likert Scales | Feb |  |
| Jun |  |
| Long (copy and paste from Section 1)  Pupils will experience more engaging learning activities across the curriculum as educators develop their skills in using the new technology available in the campus. Pupils will develop their skills in digital literacy and STEM subjects through their use of the exciting new resources. Pupil responses to a confidence and engagement survey will have improved from August 2019 to June 2020. | Staff and pupil Likert Scales | Aug |  |
| Feb |  |
| Jun |  |

1. [↑](#endnote-ref-1)