



22/23 IMPROVEMENT PLANNING

Below is a high-level outline of our 2022/2023 School Improvement Planning process.....

25.04 – 13.05

Pupil, staff, parent/carers **consultation period**. **COMPLETE**

16.05 – 27.05

Analysis period: consultation, attainment, school level data - quantitative / qualitative (questionnaires etc.), progress with existing improvement plan etc. **CURRENT**

30.05 – 10.06

Improvement plan creation period: Split into 4 NIF areas (one DHT leads each section). Scott will oversee the Grange School Improvement Plan and Campus Improvement Plan creation.

10.06 – 24.06

Final consultation with parent council/staff. Deadline for completion – 24th June 2022.

2022 / 2023 IMPROVEMENT PLANNING

Improvement in attainment,
particularly in literacy and numeracy

**MM
AB**

Closing the attainment gap between
the most and least disadvantaged
children (+PEF)

LC

Improvement in children and young
peoples' health and wellbeing

EC

Improvement in employability skills
and sustained, positive school leaver
destinations

SC

UNCRC

Improvement in attainment, particularly in literacy and numeracy

% of pupils in S3 achieving CfE level 3 or better in literacy & numeracy (set targets based on S4 SCQF 4/5 performance Scottish Government stretch aims)

2
S4/5/6 Literacy & Numeracy performance (set targets)

S4
5@3 ; 5@4 ; 5@5
(set targets)

1
S5
1@6 ; 3@6 ; 5@6
(set targets)

S6
1@6 ; 3@6 ; 5@6
(set targets)

Improving Attainment for All (L20 | M60 | H20 targets)

Individual Departmental Performance (uptake and attainment targets)

Improve Tracking & Monitoring (+ At Risk Matrix)

3
Improve Learning & Teaching

Homework

Aspirations / Motivation

Curriculum / Option Choices

Closing the attainment gap between the most and least deprived children

<p>% of pupils in S3 achieving CfE level 3 or better in literacy & numeracy (set targets based on S4 SCQF 4/5 performance Scottish Government stretch aims)</p>	<p>Attainment v's Deprivation (set targets)</p>	<p>% of school leavers achieving 1+ qualification at SCQF Level 4 or better (target – gap between most and least deprived)</p>	<p>% of school leavers achieving 1+ qualification at SCQF Level 5 or better (target – gap between most and least deprived)</p>
<p>% of school leavers achieving 1+ qualification at SCQF Level 6 or better (target – gap between most and least deprived)</p>	<p>% of school leavers in a positive destination (target – gap between most and least deprived)</p>	<p>3 Risk Matrix / RAP</p>	<p>1 Inclusion Redesign (set targets)</p>
<p>P4 & P7 ACEL levels (strategies for intervention)</p>	<p>Paula Morton – Intervention Programmes (set targets)</p>	<p>Breakfast Club</p>	<p>2 Nurture</p>

Improvement in children and young peoples' health and wellbeing

Health & Wellbeing supports available (Ready to Learn / signposting of resources etc.)

Poverty Proofing

1

Bullying / Behaviour / Standards / Expectations

Pupil Connectedness with School (extra-curricular, wider-achievement, leadership opportunities)

2

S6 Experience

Inclusion Redesign

Staff Health & Wellbeing / School Community

SLT Walk Rounds

Wellbeing Champions / Wellbeing Ambassadors

Buddy Programme

Nurture

Mindfulness

Improvement in employability skills and sustained, positive school leaver destinations



22/23 PUPIL EQUITY FUND

National Operational Guidance

Literacy, numeracy and health and wellbeing

Contextual analysis of relevant data

Evaluate the impact of the funding

Plans for sustainability

5 key indicators - • *Attainment* • *Attendance* • *Inclusion* • *Engagement* • *Participation*

22/23 PUPIL EQUITY FUND

Contextual Analysis....

% ASN

27%

SIMD PROFILE

QUINTILE 1 - 32% (most deprived)

QUINTILE 2 - 15%

QUINTILE 3 - 13%

QUINTILE 4 - 14%

QUINTILE 5 - 26% (least deprived)

ATTENDANCE PROFILE

	15/16	16/17	17/18	18/19	19/20	20/21
All	89	90	89	90	89	91
QUINTILE 1	85	85	85	86	85	87
QUINTILE 2-5	91	92	91	92	91	93
....variance	-6	-7	-6	-6	-6	-6

EXCLUSION PROFILE

	16/17	17/18	18/19	19/20	20/21
QUINTILE 1	38	31	8	9	28
QUINTILE 2-5	22	17	5	14	11
....variance	+16	+14	+3	-5	+17

22/23 PUPIL EQUITY FUND

Contextual Analysis....

TJS - READING (S3)

% of pupils in QUINTILE 1 and QUINTILE 2-5 achieved national expected level....

READING	15/16	16/17	17/18	18/19	19/20	20/21
QUINTILE 1	54	96	73	67	-	-
QUINTILE 2-5	86	99	87	83	-	-
....gap	-32	-3	-14	-16	-	-

TJS - WRITING (S3)

% of pupils in QUINTILE 1 and QUINTILE 2-5 achieved national expected level....

WRITING	15/16	16/17	17/18	18/19	19/20	20/21
QUINTILE 1	49	96	65	64	-	-
QUINTILE 2-5	80	99	86	82	-	-
....gap	-31	-3	-21	-18	-	-

22/23 PUPIL EQUITY FUND

Contextual Analysis....

TJS – LISTENING & TALKING (S3)

% of pupils in QUINTILE 1 and QUINTILE 2-5 achieved national expected level....

L&T	15/16	16/17	17/18	18/19	19/20	20/21
QUINTILE 1	47	98	77	65	-	-
QUINTILE 2-5	79	99	89	81	-	-
....gap	-32	-1	-12	-16	-	-

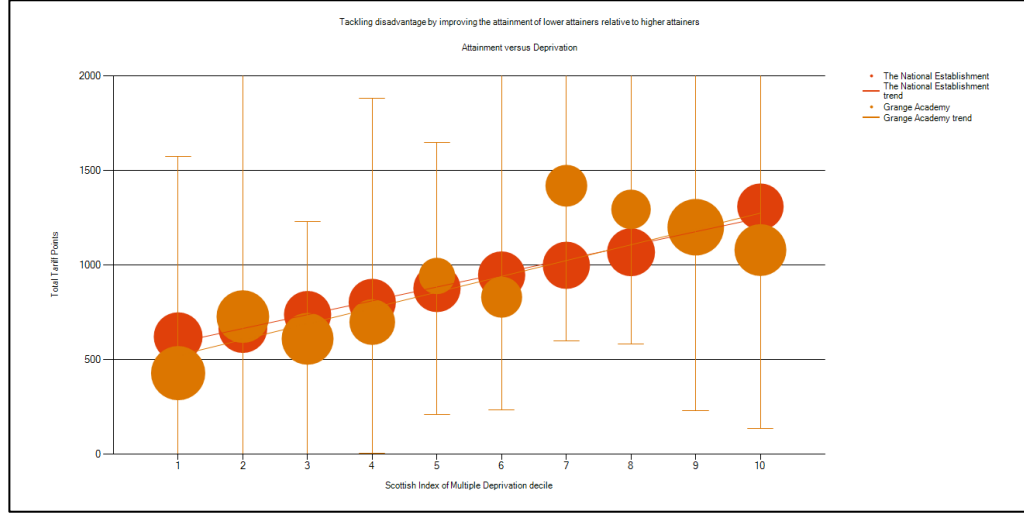
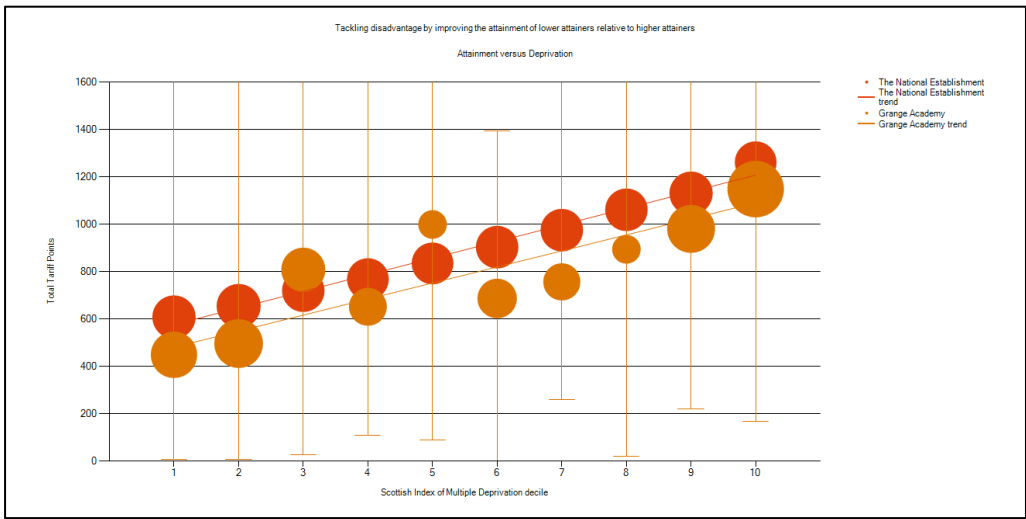
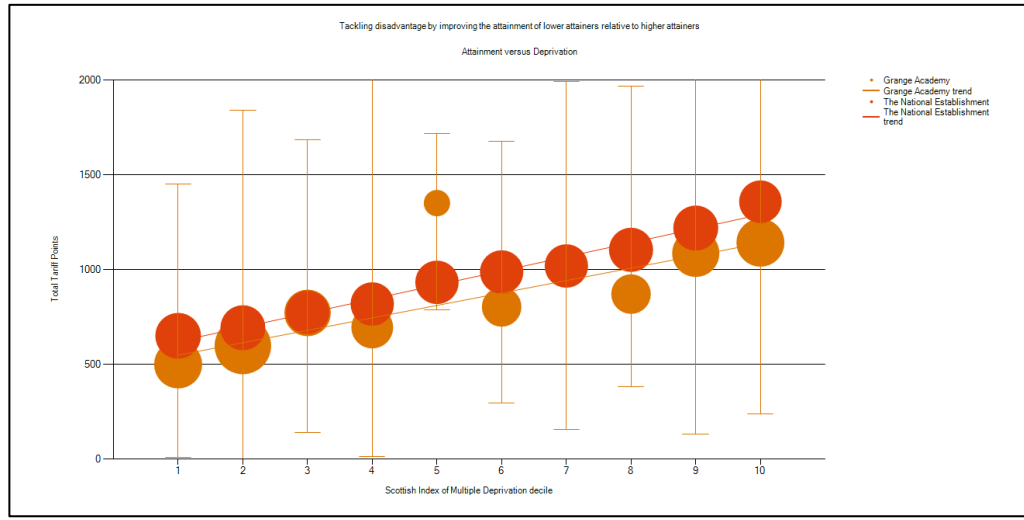
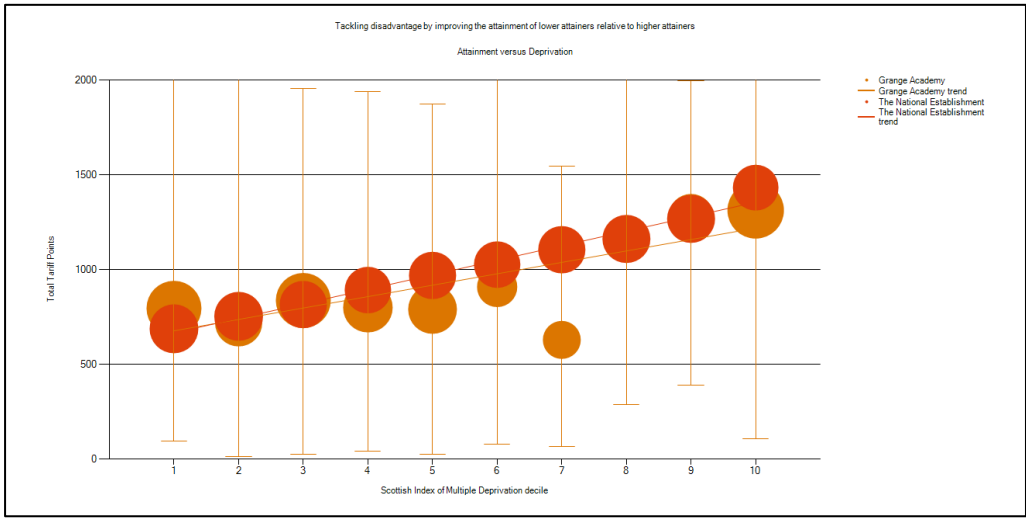
TJS - NUMERACY (S3)

% of pupils in QUINTILE 1 and QUINTILE 2-5 achieved national expected level....

NUMERACY	15/16	16/17	17/18	18/19	19/20	20/21
QUINTILE 1	88	84	77	90	-	-
QUINTILE 2-5	98	96	97	96	-	-
....gap	-10	-12	-20	-6	-	-

22/23 PUPIL EQUITY FUND

Contextual Analysis....



22/23 PUPIL EQUITY FUND

Contextual Analysis....

What does our data tell us?

ATTENDANCE	- 6% below (covid attendance?)
EXCLUSIONS	- below
READING	- 16% below
WRITING	- 18% below
L&T	- 15% below
NUMERACY	- 12% below
SQA	- below

LITERACY

NUMERACY

HEALTH & WELLBEING

INCLUSION

=

CLOSE THE GAP

22/23 PUPIL EQUITY FUND

Potential Projected Spend....

<i>....intervention</i>	LITERACY	NUMERACY	HWB	ATTENDANCE	INCLUSION	IMPACT.....
Literacy/Numeracy Intervention (BGE) Teacher - £34K	X	X	X	X	X	Improve P7 baseline levels, improve % of BGE pupils attaining expected levels by S3, improve leavers SCQF L4/5 lit/num.
Additional Classroom Assistants (£22K)	X	X	X	X	X	Additional support for pupils with particular needs – increase attainment, HWB and attendance.
Home Link Worker (18K)	X	X	X	X	X	Break down school barriers, increase attendance and attainment
Clerical Support for Pupil Support (£7K)	X	X	X	X	X	Streamline systems and smarter working to allow Pupil Support to work with more pupils.
Raising Attainment Programme Staffing (£3K)	X	X	X	X	X	Supports for our lowest performing 20% of pupils and identified SIMD 1-2 learners.
Raising Attainment Programme Resources/Programmes (£6K)	X	X	X	X	X	Supports for our lowest performing 20% of pupils and identified SIMD 1-2 learners.
Transport (£2K)	X	X	X	X	X	To support RAP/Inclusion redesign.
Online subscriptions (£1K)		X	X	X	X	Increase attainment in numeracy (mainstream)
Literacy/Numeracy Resources (£3K)	X	X	X	X	X	Increase attainment in literacy and numeracy (intervention programme)
Outdoor Education (£6K)	X	X	X	X	X	To support RAP/Inclusion redesign.

INCLUSION REDESIGN

**IDENTIFIED INCOMING S1 PUPILS
(context)**

Principles.....

.....Practice

Nurture / Soft Start

Reduce transitions

Reduce volume of staff

Curricular priorities ~ Lit/Num/HWB

Curricular talents/strengths

Bespoke programmes/Child's Plan

Staffing / Sustainability

Lit / Num / HWB

Tech / PE / Science (etc.)

Nurture

Outdoor Learning

"Home"

MISC UPDATES

1. Soft launch of uniform has been successful so far.
2. SQA exams are progressing well.
3. Our INSET day was very productive. The main areas we concentrated on were.....
 - Attainment
 - Curriculum (I will send our presentation to the Parent Council for thoughts)
 - Self-Evaluation
 - Departmental Development Tasks
 - Mandatory East Ayrshire Training
4. We are making good headway with accommodation, more information to follow in due course.

END OF PRESENTATION