East Ayrshire Council

Stewarton Academy
Establishment Improvement Plan
2022/23

Submitted June 2022

School/Centre Improvement Plan	Stewarton Academy
Head Teacher	John Stuart
Senior Education Manager	
Date Submitted	23-6-2022
Session	2022/23

School's/Centre's Vision and Values	**' Living our values, unlocking our leadership potential.** **Working together creating opportunities for achievement and success'** We strive to ensure our pupils feel valued and respected at all times. Young people are encouraged to achieve their full potential whilst taking responsibility for their own learning now and throughout their lives. Opportunities are available for staff, pupils, parents and the wider community to work together to achieve this aim whilst making a positive contribution to society and building a better future together. Everyone in the Education Group is working towards the priorities of the National Improvement Framework: • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. **Determination Fairness Respect Responsibility**

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed	Content of plan	Completed
Children and Young People	Yes	Takes account of strategic priorities outlined in the education authority's Annual Plan.	Yes
Parent Council and Forum	Yes	Takes account of the strategy for parental involvement under section 2 (4A)	Yes
Teachers, practitioners and ALL school/centre staff	Yes	An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	Yes
Volunteers/ Community partners	Yes	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	Yes
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	Yes	Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	Yes
		HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	Yes
Head Teacher/Head of Centre Signature: _J. Stuart_		There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	Yes

Pupil and parental strategic involvement

For session 2022-23 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2022-23 , please describe below how parents will be involved in decisions relating to the operation of the school/centre
- Pupils are given the opportunity to share their views during focus groups as outlined in Self-Evaluation Calendar - Pupils are offered the opportunity to become Pupil Council Representatives as part of the School Senate - Pupils are given the opportunity to review the Whole School Improvement Plan in year group workshops/PSE and via GLOW Forms - Pupil views are surveyed during PSE - Departments survey pupil views regarding curricular developments - Pupils are given the opportunity to share their views regarding curriculum pathways annually - Pupil school improvement group established to look at Learning and Teaching	- Parents involved in senior leadership promoted post interviews - Focus Groups - GLOW Forms - Parent Council – views sought on regular basis - Views sought and acted upon through school app and website throughout session

| Improvement Priority 1	Rationale for improvement priority based on evidence

(Expressed as outcomes for learners)
 	
 1. Improved attainment and achievement across all subject areas and contexts for learning through:
   a. Focus on highly effective learning and teaching, building on a learning and teaching policy which support professional learning on a key teaching priority each session
   b. Active participation by young people in shaping learning approaches in school
   c. Effective approaches to ensure young people take responsibility for their own learning through study skills, flipped learning, active learning, feedback etc
 2. Improvement in Numeracy pedagogy, attainment and achievement
	1. Although attainment measures such as the % or pupils achieving 5 N5s in S4 or level 6 qualifications show an improving trend, the last two years of internally assessed marks mean that it is difficult to assess trends.
	 The performance vs the virtual comparator is lower that desired. BGE in school tracking indicates that young people's attainment has been impacted by disrupted learning during the pandemic.
	 Therefore, in combination with feedback from staff consultation, it is clear that learning and teaching improvements requires a refocus post Covid.
	
	 Staff feedback has highlighted a trend amongst young people post Covid to apparently take less responsibility for private study and personal learning activities. We aim to focus teaching approaches on empowering young people to have greater ability to lead their own learning.
	
	 2. There is a need to sustain improved attainment in numeracy in BGE. 96% achieving numeracy at level in based on 2022 S3 ACEL data.
	 Greater consistency in attainment SCQF5 Numeracy is also a key for improvement. Insight data shows inconsistencies across a 5 year trend. (4 years of a declining trend, before increasing last year)
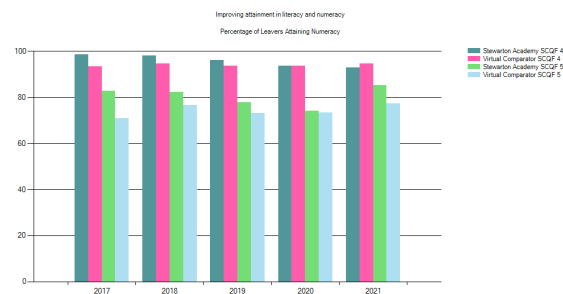
3. Improvement in Literacy pedagogy, attainment and achievement	3. Analysis of reading levels, based on teacher judgement and Accelerated reader programme indicates that reading levels specifically and literacy attainment more widely have been impacted by the pandemic. Accelerated Reader reading age assessments view pupils as significantly below their assumed average reading age if they are 2 years or more below the age indicated. Our assessment data shows that by the end of S1 (2021-22 cohort) there are 64 pupils **significantly below** the **Assumed Average Age of** *12 years 9 months.* This is 39% of the cohort. For the 2021-22 S2 cohort the figures are 61 pupils who are **significantly below the Assumed Average Age** of 13 years 9 months. ACEL data highlights fluctuations in pupil attainment for reading, writing and talking and listening over time. For example in reading:

	%S3 - 3rd Level						
	15/16	16/17	17/18	18/19	19/20	20/21	21/22*
Stewarton Academy	93	96	91	86	-	-	86
East Ayrshire	78	86	87	84	-	-	84
National	86	90	90	91	-	-	

*National data not available

NIF Priorities	**NIF Driver**	**HGIOS/ HGIOSELCC QI's for self-evaluation**
Improvement in attainment, particularly in literacy and numeracy	Performance information	2.3 Learning, Teaching and Assessment 3.2 Raising Attainment & Achievement

What actions are required to reach the desired outcome – **Improvement Priority 1**	Who	When

1. Refresh and renew learning approaches/ strategies to improve classroom practice with a clear focus on embedding a new Learning & Teaching policy based on research of good practice.	All staff L and T CoP	Policy in place August 2022
All faculties to engage with working group on the Learning, Teaching and Assessment cycle to more consistency in teacher judgements within the Broad General Education phase within S1 – S3. Work with Education Group colleagues and colleagues in other secondary establishments to promote moderation activity within and beyond Stewarton Academy.	C Gillespie QAMSOs and working group reps.	By June 2023
Appropriate study skills techniques taught to pupils across the curriculum. Study skills booklets available for young people and parents through Teams, school website. Emphasis on strategies which support young people to take responsibility for their learning by all teaching staff throughout the session. Support pupils to make more effective use of TEAMs to take responsibility for their own leaning. Training for pupils and families to ensure parents have knowledge to support this approach	Study skills group SLT PTs curriculum All teaching staff	Throughout Session 21/22
Creation of a pupil learning and teaching group, supported by the learning and teaching, quality improvement and RRSA Cops which will ensure pupil participation in improving learning and teaching through engagement with staff.	Evaluation for improvement CoP	In place Sept 2022 –
2. Engagement with SAC numeracy team to support the development of number talks within S1 to enhance the numerical fluency of our learners. Engagement with numeracy leads within the education group to develop effective and consistent moderation practice within numeracy.	PT Numeracy Primary HTs Maths dep Y Ward	In place Sept 2022
Continue to expand and develop our use of concrete materials and new pedagogical approaches during dedicated Numeracy periods for S2. Pupils will have greater opportunities to apply these skills in unfamiliar contexts.	J Kerr Maths dep Maths Dept	May 2023

Support the development of numeracy across the wider school through the creation of an interactive numeracy support guide for pupils. This will also be used to promote home learning and will support families in developing their numerical fluency.	PTPS SfL DHTs Numeracy CoP	Dec 2022 Dec 2022
Ensure all learners gain SCQF certified literacy and numeracy qualifications commensurate with their ability through universal and targeted support for pupils identified at risk of not achieving through the school's tracking system.	Maths Dept English Dept	May 2023
Classroom Assistant CLPL programme to be further developed to support identified young people with literacy and numeracy needs to ensure equity for all. Education group best practice will be accessed and shared in a coaching style approach and through ongoing working with the SEF numeracy team, classroom assistants will play an integral role in planning and developing appropriate resources and support opportunities for young people in Numeracy and Maths.	Z Inglis Classroom assistants	Throughout school year, reviewed in line with tracking schedule
Launch whole school actions to achieve the Scottish Book Trust Reading Schools Award – see Reading School Award Action Plan.	Library staff English Dep All staff	Bronze award by May 2023
Re-establish extensive paired reading programme – Target support to all young people in S1 and S2 who are significantly below their respective reading ages. S6 pupils will work with S2 pupils. S1 pupils will be supported by S3 volunteers. S1 pupils with particularly significant requirements for support with reading will be supported by Support for Learning staff in the Learning Zone.	English dep Library Staff SfL team S6 and S3 pupils	Scheme in place by August 2022
Remodel the library – potential move of library location to be a more effective location in the centre of the school.	HT, Library Staff Eng dep East Ayrshire FPM	

Evidence of Impact against outcomes for learners

Learners report more participation in planning their own learning and flipped learning experiences – pupil focus groups and questionnaires.

Improved SQA results

Post analysis of 2022 data, meet with all curricular PTs and agree marginal gains (component analysis) and year group aims of 2023 NQs. Identify stretch aims for session 2022-23.

Include a specific focus on Lit / Num levels in S4 to ensure attainment in this area maximised.

BGE - Improved literacy measures – last 2 measured years: reading 86% and 86%, writing 86% and 86%, talking and listening 88% to 90% - aim to achieve 92% across all measures for % of S3 pupils achieving level 3.

Maintain consistently high numeracy measures – 96% numeracy (% of S3 pupils achieving level 3). Stretch aim – 74% of S3 pupils achieving level 4 (most recent 72%)

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority 2 *(Expressed as outcomes for learners)*	Rationale for improvement priority based on evidence
Further development and use of enhanced tracking to inform universal and targeted support for learners, identify gaps in learning as a result of lockdown period and plan interventions to maximise attainment for all pupils and narrow the poverty-related attainment gap. Enhanced staffing focus on tracking and the provision of resources to allow necessary interventions.	The gaps in learning emphasised in national and international research are becoming more pronounced and clear as we come out of lockdown. The whole school, departmental and wellbeing tracking arrangements developed in session 2021-22 have the capacity to support effective early intervention with learners, support attainment and the selection of appropriate learning pathways. The potential positive impact of this now needs to be embedded through training for staff and rigorous engagement with the data available. In addition to this, the use of resources, including 0.6fte PEF to provide an additional 1 FTE staffing to Support of Learning has demonstrably had a positive impact on outcomes for young people with gaps in learning. Therefore, similar allocation of resources are planned for session 2022-23 despite the reduction in recovery funding.

NIF Priorities	NIF Driver	HGIOS/HGIOSELCC QI's for self-evaluation
Closing the attainment gap between the most and least disadvantaged children	School improvement	2.3 Learning, Teaching and Assessment 3.2 Raising Attainment & Achievement

What actions are required to reach the desired outcome? **Improvement Priority 2**	Who	When

Use PEF to continue additional 1FTE Support for Learning – estimated cost £56000 in 2022-23 Maintain DHT post for another session, - Recovery and Renewal. This post focused on support recovery, closing the attainment gap. There will be a particular focus on tracking, mentoring and wellbeing.	J Stuart	By August 2022
Further develop targeted support interventions delivered by the SEF Team (YPM, Home link). Pupils will be identified using wellbeing data and specific programmes develop based on individual needs. Care experienced supports will continue to be monitored and tracked by B MacBain and opportunities developed.	Y Ward A Barbour B MacBain Inclusion Team	By June 2023
Curriculum – Carry out an extensive review of the curriculum structures across the school and the curriculum on offer. Prepare for a restructured school day to be implemented in August 2023 which will build in more time to support wellbeing.	G Johnston All SLT All staff	by June 2023
Complete full review of tracking and reporting calendar, content of tracking and the way this engages with the whole school tracking databases. This is necessary to ensure the structure of tracking and monitoring in the school provides robust data to facilitate effective, early intervention Further development and embedding data analysis from Progress and Achievement in BGE, Achievement of Curriculum for Excellence Levels (ACEL) data, SNSA, and Senior Phase Tracking as diagnostic tools to support effective tracking as above. With support from EAC, further enhance whole school tracking for all teaching staff and develop confidence in its use.	F Hardie All SLT PTPS Curricular PTs	June 2023
Use changing personnel in PT Pupil Support team to allow a member of the team to focus on tracking and data to ensure all young people who require support are identified early and tracked accordingly.	SLT A Barbour	In place Aug 2022
Impact of improved tracking and monitoring evidenced by introduction of targeted mentoring, based on new whole school tracking. Evidence of improved outcomes for care experienced pupils – attendance, attainment. Aim for almost all pupils and parents reporting that the curriculum in the senior phase meets their needs. Almost all parents and pupils report reporting more informative and feedback clear and concise.		

Commented [MW1]: Groups now established, will continue to monitor throughout the session.

Commented [MW2]: SAM meeting now in place to monitor and track interventions for pupils who need support to attain full potential (Dec 2022)

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority 3	Rationale for improvement priority based on evidence
(Expressed as outcomes for learners) All young people, staff and families in our school community are supported to develop and maintain positive health and wellbeing, by living the school values and unlocking personal leadership potential Reinvigorate the whole school experience and ethos so all pupils are supported to form and sustain good personal, social and working relationships to promote resilience, self-esteem and confidence with regard to learning.	Nationally and locally predicted impacts of the Covid-19 pandemic on wellbeing are being experienced in the Stewarton Academy community. Increasing numbers of young people are requiring targeted support. Delivering a rights based experience founded in the United Nations Convention of the Rights of the Child will be central to ensuring the wellbeing of our young people. Addressing these challenges will mean unlocking the potential of pupils, staff and the community by prioritising personal leadership. Our community members will be encouraged and challenged to show **determination** to take **responsibility** for choices made and for personal growth and learning. Learning will not be something done to pupils through teaching; learning will come from within every young person and adult. **Unlocking the personal leadership within will be our mission**. Pupils will be challenged and supported to truly take responsibility for this by making personal leadership a golden key to be used to unlock potential. This will be possible through the rights respecting culture we develop based on **fairness** and mutual **respect.** This culture will be developed by making wellbeing and personal empowerment central to everything we do.

NIF Priorities	NIF Driver	HGIOS/HGIOSELCC QI's for self-evaluation
Improvement in children and young people's health and wellbeing	School improvement	3.1 Ensuring Wellbeing, Equality & Inclusion

What actions are required to reach the desired outcome? **Improvement Priority 3**	Who	When
Health and wellbeing tracking continues to be developed using Pupil Support online SHANARRI data and check-ins. PSE courses will be revised to ensure assessment evidence is gathered. Wellbeing tracker to be developed further based on feedback from Education Scotland.	PTPS A Barbour PSE staff	November 2022
Develop links with EAC officers, Education Scotland, SWEIC schools and groups and the national PSE development working groups to look outwards and to share expertise	Y Ward A Barbour PTPS	Throughout session
Continue to embed mental wellbeing support through partnership working with 'The Exchange' Counselling Services. (Consilium Counselling maintained through PEF (£1,160) for current clients until August 2022 – Exchange Counselling will then be used to meet needs of all referrals. Wellbeing showcases delivered with BGE groups with the support of school Wellbeing Champions with a strong emphasis on promoting school values.	Y Ward S Beattie PTPS	Throughout session
Wellbeing leadership opportunities developed for senior pupils in line with EAC focus on Wellbeing Champions. Access to training opportunities and sharing good practice events. Wellbeing Community of Practice will empower staff to access professional learning to support pupil & staff wellbeing. Further leadership opportunities to be available for staff.	B MacBain S Beattie	Throughout Session
Inclusion practice is further embedded across the school. Wellbeing Prioritisation Meetings to continue with a programme of visits from curricular PTs/Faculty Heads to support tracking and monitoring of targeted support.	Y Ward	Throughout session

Having achieved Rights Respecting Schools accreditation Silver RRSA in June 2022, work to achieve Gold by June 2023 . The established steering group will implement the actions identified in Action Plan.	RRS Steering Group Staff & Pupils	June 2023
Mentors in Violence Prevention work to continue with timetabled classes in S4/5/6. Access appropriate training and ensure partnership working is in place to promote pupil leadership and share practice across the school community.	R Hogg F Lynch M Fitz-simmons	Throughout session
Work with partners, parents and volunteers to expand outdoor learning, volunteering and extra-curricular opportunities. For example – support volunteer parent group to develop Duke of Edinburgh's Award, Saltire Award etc. Fundraising to support learners to access Outward Bound school visit whilst ensuring consideration of the cost of the school day. Commitment of £8000 from PEF to support young people with FME and other qualifying criteria to participate in outdoor learning confidence building activity.	School partners SLT L Hendren PE dept	By May 2023

Evidence of Impact against outcomes for learners
Wellbeing tracker data will be analysed (x4 throughout the session) to identify trends or areas to develop pupil support.

PSE Development - Sharing of good practice session to build capacity within the pupil support team.

Continue to engage with East Ayrshire lead for counselling through network events and participate in evaluation activities.
Evaluation of pupil views through PSE lessons and whole school senate to ensure pupil voice is heard and acted upon.

Mental wellbeing champions will be established as part of our senior leadership programme. Evaluation of impact will be carried out through whole school senate feedback, HGIOURS evaluations and the wellbeing tracking data.

Achievement of Rights Respecting School Gold Award by June 2023.

Mentors in Violence Prevention will be embedded in the S4/5/6 curriculum. Evaluation of impact using pupil feedback sessions & questionnaires.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority 4	Rationale for improvement priority based on evidence
(Expressed as outcomes for learners) Ensure a culture of personal leadership, responsibility and resilience is developed at all stages of school life to ensure that skills for learning, life and work are actively developed and there is progression in learning opportunities. Ensure appropriate pathways and curriculum in place for all young people by expanding the curriculum offer Potential 'at risk' leavers identified and supported to develop skills in personal learning planning, career management, working with others and leadership to ensure readiness for entering and sustaining positive destinations upon leaving school.	The school has an outstanding track record for supporting pupils to enter and sustain positive destinations upon leaving and entering the world of work, further education, higher education or training. The current uncertainty in the job market as a result of Covid-19 and the mitigations required to re-open schools mean that many of the traditional routes taken by pupils in previous years will be more difficult or impossible to achieve. Work is required to ensure that our universal offer for developing skills and creativity, particularly when it involves partner agencies, is accessible to our current cohort of pupils. In addition, planning and time will be required to identify and support pupils at risk of leaving without or not sustaining a positive destination after school.

NIF Priorities	NIF Driver	HGIOS/HGIOSELCC QI's for self-evaluation
Improvement in employability skills and sustained, positive school leaver destinations	School Leadership	3.3 Creativity & Employability

What actions are required to reach the desired outcome? **Improvement Priority 4**	Who	When
BGE framework – skills for learning, life and work Develop the school's approach to DYW in the BGE – ensure skills-based learning built on metacognitive skills are central to our planning. End goal is to ensure that pupils will be able to articulate the language and the range of skills across the four contexts of learning. Improved pupil reflective comments on their skills for learning, life and work.	G Johnston DYW Co-ordinator S Gifford	Skills for work overview ready by May 2023
DYW employer partnership Build on Year 1 engagement with at least one influencing partnership (Buzworks) for Stewarton Academy to develop all levels of education – employer opportunities for the benefit of pupils and the school community. (Including Work Experience, Mock Interviews, employment / modern apprenticeship opportunities and key messages for pupils around employed wants and needs).	G Johnston PTPS S Gifford	On-going June 2023
Work based learning - FPI Work with school staff and SDS advisor to identify young people who would benefit from increased work-based learning and employer engagement. This includes pupils accessing fulltime education and pupils engaging in the flexible pathways' initiative. **(Additional focus on Lit / Num in-school offer to support attainment.)**	DYW Co-ordinator G Johnston	Tracking in place by Sept 2023
Senior Phase and DYW courses (Expansion of offer) **Senior Phase** Review of courses delivered within Stewarton Academy, with the aim of expanding our current offer to better meet the needs of our pupils. **Specific focus on courses accessible to our lowest attaining 20%.** (NC furniture making, GA Modern Languages for Life and Work, Creative Thinking, Creative Industries and other L6 NPA qualifications to be investigated.) **DYW**	G Johnston DYW Co-ordinator	Reviewed by Dec 2022

Review DYW courses and attainment in consultation with pupils, partners and parents. Specific focus on the qualifications offered through our construction course. (Foundation Apprenticeship L4 to be investigated) **Career Education Standards** Working with identified members of staff ensure that the Career Education Standard expectations are met in all curricular areas. (1) school staff to work with SDS to develop resources and support materials. (2) ensure that all faculty areas embed courses appropriate for the range of learners at Stewarton Academy.	G Johnston DYW Co-ordinator All PTs	By June 2023

Evidence of Impact against outcomes for learners

Employer Partnership

Buzzworks (Stewarton Academy's influencing employer partnership) will have completed one engagement activity per term that positively impacts pupils' skills / knowledge of the World of Work.

Career Education Standards

Minimum of one unit of work per department area will have formal links to the Career Education Standards by May / June 2023, with a focus group of BGE pupils taking place during May / June to assess the impact of these career insert.

Work Based Learning

>90% of S4 pupils will have completed work experience prior to December 2022. Flexible work-based learning opportunities will have been shared with all S5/6 pupils, with suitable experiences (taking careers and NQ attainment into consideration) put in place for S5/6 pupils.

Summary of Improvement Plan
Establishment: Stewarton Academy 2022-23

Raising Attainment, particularly in Literacy and Numeracy	Increased in sustained positive destinations and employability skills
- Improved attainment and achievement across all subject areas and contexts for learning through: - Focus on highly effective learning and teaching, building on a learning and teaching policy which supports professional learning - Active participation by young people in shaping learning approaches in school - Effective approaches to ensure young people take responsibility for their own learning through study skills, flipped learning, active learning, feedback - Improvement in Numeracy pedagogy, attainment and achievement - Engagement with SEF numeracy team to support the development of number talks within S1 to enhance the numerical fluency of our learners. Engagement with numeracy leads within the education group to develop effective and consistent moderation practice. - Support the development of numeracy across the wider school through the creation of an interactive numeracy support guide for pupils. This will also be used to promote home learning and will support families in developing their numerical fluency. - Improvement in Literacy pedagogy, attainment and achievement - Launch whole school actions to achieve the Scottish Book Trust Reading Schools Award	- Ensure a culture of personal leadership, responsibility and resilience is developed at all stages of school life to ensure that skills for learning, life and work are actively developed and there is progression in learning opportunities. - Achieve this through a focus by all staff on identifying metacognitive skills as they are developed across the curriculum – using links with partners and Skills Development Scotland to develop these opportunities - End goal is to ensure that pupils will be able to articulate the language and the range of skills across the four contexts of learning. Improved pupil reflective comments on their skills for learning, life and work. - Ensure appropriate pathways and curriculum in place for all young people by expanding the curriculum offer - Potential 'at risk' leavers identified and supported to develop skills in personal learning planning, career management, working with others and leadership to ensure readiness for entering and sustaining positive destinations upon leaving school. - Career Education Standards - Working with identified members of staff ensure that the Career Education Standard expectations are met in all curricular areas. Initially focusing on (1) making use of relevant digital and online resources, in particular My World of Work, (2) relating curriculum learning experiences and skills development to the labour market and employment opportunities, (3) school staff to work with SDS to develop resources and support materials. (4) ensure that all faculty areas embed courses appropriate for the range of learners at Stewarton Academy.

Ensuring the health and wellbeing of all young people	Closing the poverty related attainment gap

• All young people, staff and families in our school community are supported to develop and maintain positive health and wellbeing, by living the school values and unlocking personal leadership potential.
 	
    o Further develop health and wellbeing tracking using Pupil Support online SHANARRI data and check-ins. PSE courses will be revised to ensure assessment evidence is gathered. Wellbeing tracker to be developed further based on feedback from Education Scotland.
    o Develop links with EAC officers, Education Scotland, SWEIC schools and groups and the national PSE development working groups to look outwards and to share expertise
 	
• Reinvigorate the whole school experience and ethos so all pupils are supported to form and sustain good personal, social and working relationships to promote resilience, self-esteem and confidence with regard to learning.
    o Renewed focus on MVP
    o Wellbeing leadership opportunities developed for senior pupils in line with EAC focus on Wellbeing Champions. Access to training opportunities and sharing good practice events.
    o If Silver RRSA secured June 2022, work to achieve Gold by June 2023
	Further development and use of enhanced tracking to inform universal and targeted support for learners, identify gaps in learning as a result of lockdown period and plan interventions to maximise attainment for all pupils and narrow the poverty-related attainment gap.
	
	Use changing personnel in PT Pupil Support team to allow a member of the team to focus on tracking and data to ensure all young people who require support are identified early and tracked accordingly.
	
	Enhanced staffing focus on tracking and the provision of resources to allow necessary interventions.
	
	Use PEF 0.6 and other staffing to continue additional 1FTE Support for Learning
	
	Use PEF to maintain DHT post for another session, - Recovery and Renewal. This post focused on support recovery, closing the attainment gap. There will be a particular focus on tracking, mentoring and wellbeing.
	
	Curriculum – Carry out an extensive review of the curriculum structures across the school and the curriculum on offer. Prepare for a restructured school day to be implemented in August 2023 which will build in more time to support wellbeing.