

St Joseph's Primary Improvement Plan

2020 -2021

(COVID 19 Recovery Plan)





St Joseph's Primary School
Working Parties 2020 -21

RE	HWB (Resilience)	Literacy	Maths
	Chair – K Wynne	Chair- M Canning	Chair - Claudia Fusaro
MAINTENANCE			
	H Addison	M Fry	C Fusaro
	R McKendrick	C Leddy	J Wright
	R Gray	A Harvey	S Martin
	C Stewart	R Brew	N Downs
	V Williamson	AM Simpson	MC Greene
	A Convery	C Grant	F Lindsay
			M Redmond
			F Quinn

St Joseph's improvement priorities for 2020-23			
Maintenance 2019 -2020	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23
Technologies	<p>How good is our leadership and approach to improvement?</p> <ul style="list-style-type: none"> ● Self-reflection ● Health & Wellbeing ● Early Years 	<p>How good is our leadership and approach to improvement?</p> <ul style="list-style-type: none"> ● Self-reflection ● Health & Wellbeing ● Early Years ● Pupil participation 	<p>How good is our leadership and approach to improvement?</p> <ul style="list-style-type: none"> ● Self-reflection ● Health & Wellbeing ● Early Years ● Pupil participation
ASN	<p>How good is the quality of care and education we offer?</p> <ul style="list-style-type: none"> ● Health & Wellbeing ● Literacy ● Maths ● RERC 	<p>How good is the quality of care and education we offer?</p> <ul style="list-style-type: none"> ● 	<p>How good is the quality of care and education we offer?</p> <ul style="list-style-type: none"> ●
	<p>How good are we at improving outcomes for all our learners?</p> <ul style="list-style-type: none"> ● DYW ● Attainment 	<p>How good are we at improving outcomes for all our learners?</p> <ul style="list-style-type: none"> ● DYW ● Attainment 	<p>How good are we at improving outcomes for all our learners?</p> <ul style="list-style-type: none"> ● DYW ● Attainment

	2020-2021	2021-2022	2022-2023	
Leadership and Management				
1.1 Self-evaluation for self-improvement				
1.2 Leadership of learning				
1.3 Leadership of change				
1.4 Leadership and management of staff				
1.5 Management of resources to promote equity				
Learning Provision				
2.1 Safeguarding and child protection				
2.2 Curriculum				
2.3 Learning, teaching and assessment				
2.4 Personalised support				
2.5 Family learning				
2.6 Transitions				
2.7 Partnerships				
Successes and achievements				
3.1 Ensuring wellbeing, equality and inclusion				
3.2 Raising attainment and achievement				
3.3 Increasing creativity and employability				

St Joseph's – Vision, Values and Aims.

Saint Joseph is the role model for our school. He lived a life of **hope**, he fought for **justice** and demonstrated **compassion for all**. These are the values of our school and we aim to extol these virtues to all we meet.

Our aim is to provide a Catholic school education of the highest quality with a vision that:

- Is welcoming, with genuine friendliness, concern, respect and a sense of community
- Strives for educational excellence, ensuring breadth and balance across the curriculum
- Achieves high levels of attainment, through self-evaluation and improvement
- Encourages the value of hard work and has high expectations of both staff and pupils
- Encourages staff to reflect on the Gospel and its call to show love, compassion, respect, truth, integrity and wisdom thus seeking to build a community where all members are held in high regard and their dignity, worth and individuality are respected.
- Recognises the uniqueness of each student as a gift of God
- Is joyful, optimistic and genuinely happy
- Speaks of Jesus' love through the strength of the loving kindness of our staff
- Seeks opportunities for celebration
- Recognises and expresses our Catholic tradition with signs and symbols of our faith, in Eucharistic celebration, and through our Religious Education Programme.
- Promotes a culture of resilience with the aim of equipping our pupils with skills and attitudes for lifelong learning which will prepare them for life beyond school.

This shared vision is supported by a number of activities and events which involve the local community e.g. working with the parishioners of St Bridget's and St Joseph's Parish, Bonnyton House and Hawthorn Court for elderly residents, local sports clubs and libraries.

Leadership and Management	
How good is our leadership and approach to improvement?	
Quality Indicator	Themes
1.1 Self-evaluation for self-improvement	➤ Impact on learners' successes and achievements
1.2 Leadership of learning	➤ Professional engagement and collegiate working ➤ Impact of career-long professional learning
1.3 Leadership of change	➤ Developing a shared vision, values and aims relevant to the school and its community
1.4 Leadership and management of staff	➤ Staff wellbeing and pastoral support
1.5 Management of resources to promote equity	➤ Management of resources for learning and environment for learning

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	GIRFEC
Self reflection	<p>A culture of self-reflection and continuous improvement leading to:-</p> <p>Progression in Literacy and Numeracy</p> <p>Closing the attainment gap between the most and least vulnerable children.</p> <p>Support in the recovery and impact of COVID 19 on children's health and wellbeing</p>	<p>Use Departmental Meetings, In-service Days and other platforms to explore How Good Is Our School? 4, Building Ambition, and Developing in Faith</p> <ol style="list-style-type: none"> 1. Create a calendar which organises planned reflection on a particular theme each term. 2. Select HGIOS4 'challenge questions' to be explored during DMs, classroom visits, professional dialogues, target setting meetings, focus groups with pupils, parents and staff. (dependent on COVID 19 WTA impact) 3. Select Developing in Faith 'reflective questions' to be explored during DMs, classroom visits, professional dialogues, target setting meetings, focus groups with pupils, parents and staff. 4. Implement the strategic approach to using the above documents 	SMT SMT and Class Teachers All staff	Aug 20 – June 21	HGIOS 4 Developing in faith SIMD and FME Data	Monitoring calendar of DMs Professional learning record Portfolios of evidence CfE judgements Target setting meetings Database	Healthy, Achieving, Active, Included

Professional Learning	<p>All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which builds and sustains practice</p> <p>School and Cluster Improvement Plans drive commitment to relevant CLPL and teacher agency using the model of <u>professional learning</u>:</p> <ul style="list-style-type: none"> ● reflection on practice ● experiential learning ● cognitive development ● collaborative learning ● Learning Cycle/ professional Inquiry 	SMT Class teachers	June/ Aug '20 PRD sessions then onwards	School and Cluster Improvement Plans 2020 -2021 <u>HGIOS 4</u> <u>Developing in faith</u> <u>My GTCS website</u> <u>Education Scotland Model of professional learning</u> <u>Companions on the journey</u>	Audit of school and cluster Improvement Plans. CLPL Plan, CLPL Record Portfolio of Evidence Learning Cycle visits Quality Assurance Calendar activities	Achieving, Active, Responsible,
Staff wellbeing and pastoral support	<p>Staff are provided with opportunities to focus on their own mental and physical wellbeing.</p> <ul style="list-style-type: none"> ● Time allocated through Departmental Meetings and collegiate calendar for staff wellbeing. ● Staff provided with access to appropriate resources to support their wellbeing. ● Access to third sector partners to provide support for staff –‘ time to talk’. 	SMT All staff	Aug/Sept 20		PRD Staff meetings In-service Agenda	.
Partnership working	<p>Improve and strengthen partnership working and transitions for pre 5 / P1 pupils and develop in senior pupils skills for life learning and work</p> <p>Continue to build further connections and enhance partnership working with local pre 5 establishments involving:-</p> <ul style="list-style-type: none"> ● Muddy Movers, Purposeful Play ● Reciprocal visits based around Developmental Milestones <p>Build and enhance partnership working with local schools :</p> <ul style="list-style-type: none"> ● Continue reciprocal visits based around Skills for Life, Learning and Work (Rights Respecting Schools) ● Develop School Improvement Partnerships (SIPP) through PR&D sessions 	PT : C Leddy Infants and P1 & 2 staff DHT and PT J Wright (P4&5) Select class teachers	From August 2020	Cart Mill Family Centre Busby Nursery Carolside Nursery Busby Primary Carolside Primary Cost of transport to be agreed	Calendars Minutes Database – Developmental Milestones <u>DYWF</u>	Healthy, Achieving, Nurtured, Included,

Learning Provision	
How good is the quality of care and education we offer?	
Quality Indicator	Themes
2.1 Safe guarding and child protection	<ul style="list-style-type: none"> Arrangements to ensure wellbeing
2.2 Curriculum	<ul style="list-style-type: none"> Learning Pathways
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Learning and engagement
2.4 Personalised support	<ul style="list-style-type: none"> Universal support Targeted Support Removal of potential barriers to learning
2.5 Family learning	<ul style="list-style-type: none"> Engaging families in learning (online learning)
2.6 Transitions	<ul style="list-style-type: none"> Continuity and progression in learning
2.7 Partnerships	<ul style="list-style-type: none"> The development and promotion of partnerships.

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	GIRFEC
Literacy	<ul style="list-style-type: none"> Continue to use moderated benchmarks to ensure effective progression pathways. Consistent use of tracked Literacy planners Literacy policy to be updated when required 	S Martin Class teachers Literacy working party	Aug '20	In service 1 G Suite Moderated benchmarks New ERC Literacy framework	Forward plans Professional dialogue Learning visits	Achieving, Responsible Included.
	<ul style="list-style-type: none"> Continue Reading Recovery approach in Primary 2. Reading approaches supported throughout school by trained member of staff. Reading Recovery strategies recapped through staff meetings, CLPL and DMs. Identification of children requiring additional input due to impact of significant non-attendance as a result of COVID 19. Teacher judgement and running records to be used in identification. 	C Leddy K Wynne J Wright Class teachers	Aug – June '21	DMs Reading recovery books	Pupil dialogue Learning visits Professional dialogue	
	<ul style="list-style-type: none"> Consistent use of Jolly grammar and spelling to support learners in the effective progression of spelling and grammar. SWST diagnostic to be used when appropriate (Oct) 	Class teachers SLT	August 20	Jolly Grammar handbooks 3 to 6	Learning visits Forward plans Professional dialogue	

	Grammar and Spelling.	<ul style="list-style-type: none"> Effective use of technology to support learners - use of Story phones (or alternative). Easy speaks, talking tins, kindles, talking books, chrome books. 			Storyphones, easispeaks, talking tins, kindles, talking books, chrome books	Professional dialogue Professional judgements Learning observations Pupil dialogue	
	Recover previous levels of reading at all stages	<ul style="list-style-type: none"> Ensure appropriate reading level for all children. Use of running records where appropriate. Reading groups may have additional movement depending on level of online engagement during period of school closure. Teacher judgements used to initiate referrals, where required, to ASN coordinator 	C Leddy SLT K Wynne ASN Parents	Aug – Dec'20			
Numeracy	Ensure consistent and effective approaches to the planning and teaching of numeracy.	<ul style="list-style-type: none"> Continue to use Numeracy tracked planners to ensure progression. Continue to use tracked Numeracy Benchmarks to provide guidance for effective curriculum pathways. Continue to use Number Talks and Numeracy Blueprints to support and recover the development of mental maths. Maths Policy to continually evolve with current practice (Working document) 	SLT Class teachers Numeracy working party	Aug '20 – June '21	ERC Numeracy strategy ERC Numeracy progression planners G suite Numeracy Blueprints, Number Talks books, Muddy Maths.	Professional dialogue Attainment data Professional judgements Learning observations Pupil dialogue	Achieving, Responsible, Included
	Recover previous levels of Numeracy at all stages	<ul style="list-style-type: none"> Ensure appropriate numeracy level for all children. Use of summative assessment. Maths groups may have additional movement depending on level of online engagement during period of school closure. Teacher judgements used to initiate referrals, where required, to ASN coordinator 	All staff SLT Parents	Aug – June '21	Rapid Maths Online support through educational platforms.		

Health and Wellbeing	<p>NLP</p> <p>Wellbeing indicators – Ensure children are consistent in their understanding and they are visible in learning.</p> <p>Ensure safety and build resilience to repair damage/ trauma during COVID 19 Lockdown.</p>	<ul style="list-style-type: none"> Implementation of NLP programme for pupils. New NLP teachers support pack to be used. Pupil resilience questionnaire to be completed termly with 'My World Triangle'. Strong focus on HWB needs through using these tools. SHANARRI assemblies to be delivered (8) – When assemblies are allowed Wellbeing indicators to be displayed in class (child friendly). Discussed at the start of Term 1 with all children. Seasons for Growth groups to continue. All staff to revisit nurturing principles and implement fully in all classrooms. Nurturing schools pack - Falkirk Council Nurture, Trauma, ACEs - making the links All staff to revisit ACEs training. https://www.acesonlinelearning.com/ Childhood bereavement Education Scotland resilience alphabet to be used as a teaching tool for all pupils. Resilience Alphabet School values to be a focus for children to reconnect. Children to have several avenues available to express feelings. <ul style="list-style-type: none"> ➢ Daily emotional check in ➢ Class worry box or similar ➢ Use of peer mediators/buddy's ➢ 'Drop in for a chat' sessions during lunch ➢ St Joseph's box ➢ House captains ➢ My World Triangle 	<p>K Wynne HWB Working Party Class Teachers</p> <p>HT Class Teachers SLT H Addison</p> <p>DHT HWB Working Party</p>	<p>Aug 2020 Aug 20 - June 21</p> <p>Nov- March '21 August 20 Aug 20-June 21</p> <p>August – June 21</p>	<p>NLP for Teachers book (Churches & Terry 2007)</p> <p>SHANARRI PowerPoint Wall display</p> <p>In-service Departmental meetings Staff Meeting</p>	<p>Framework Plan Produced and utilised in Forward Plans</p> <p>Pupil Dialogue records Class Blogs Twitter</p> <p>Pupil dialogue Suggestion box Chronologies</p> <p>Evaluations Chronologies Pupil dialogue</p>	<p>Safe Healthy Achieving Nurtured Responsible</p>

<p>To promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.</p> <p>To promote Catholicity through building positive relationships within the local community.</p> <p>To build on our inclusive ethos, nurturing and respecting each person's beliefs and values.</p>	<ul style="list-style-type: none"> Disseminate St Joseph's policy and practice in promoting human dignity i.e. anti- bullying policy, harmonious working, etc. Achieve Silver Rights Respecting award. <p>Values</p> <ul style="list-style-type: none"> Catholic Education Week. Collate images and information for display with the local parish. Prepare Children (Upper School) for presentation at Mass during CEW. (<i>If restrictions are lifted</i>) Display poster communicating the vision, values and aims of St Joseph's clearly in front foyer. <p>Sacred Space</p> <ul style="list-style-type: none"> To be continued and built upon in 2020/21 session. New display to be created. Sacred Space to be 'umbrella' name for all religious open events throughout the year.October Rosary (open to parents)/Advent Sanctuary/Lent Sanctuary/May Rosary. <p>CLPL</p> <ul style="list-style-type: none"> Attend further CLPL which supports teachers in the Catholic School. Continue to build links with Parish/ISC/NET Share varied resources with staff - downloaded from CAFOD, etc. (G-Suite Classroom resources- Global Citizenship) <p>Other World Religions</p> <ul style="list-style-type: none"> Build on OWR for 2020/21 session. OWR Fortnight 4th-18th Jan (Topic OWR Assembly (<i>If restrictions allow</i>) Continue with workshops and repeat trips to Synagogues, Mosques, & Calderwood Lodge. 	<p>SLT</p> <p>S.Martin(HT) RERC working group Lead: H Addison Members S.Martin(HT)</p> <p>H Addison</p> <p>RERC working group Lead: H Addison Members S.Martin(HT) ALL STAFF</p> <p>RERC working group Lead: H Addison Members S.Martin(HT) ALL STAFF</p>	<p>Aug 20- June 21</p> <p>Aug 20-June 21</p> <p>Aug 20-June 21</p>	<p>Rights Respecting School Award</p> <p>Poster sent to printers.</p> <p>Moving display Furniture Religious statues</p> <p>Developing in Faith</p>	<p>HGIOS 4 Pg 36,37</p> <p>Vision statement Ethos of school Developing in Faith</p> <p>Glow Forms to evaluate CLPL</p>	<p>Healthy, Achieving, Nurtured, Responsible, Respected, and Included</p> <p>Monitor Planners</p>
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	<ul style="list-style-type: none"> • Infant trip to Sikh Temple (P1/2) • Build on resources- Populate stage resource boxes. • Parent volunteers required to speak about OWR 		Jan 21	SHAP calendar /Liturgical Calendar Other World Religion Planner	G Suite – Other World Religions	
Partnerships	<p>Support families to effectively access areas of the curriculum through our online platform.</p> <p>Support families to engage in the blended learning approach.</p> <ul style="list-style-type: none"> • Guidance and support provided to parents to access Google Classroom – ‘How to videos’ links on school website. • Digital drop in available for parents. Ensure social distancing, Advanced booking through forms. • Clear guidance from school regarding curriculum areas covered in school and online. Outline of expectations from online learning to be provide to parents. • Blended learning policy available for parents. • Clear guidance on expectations and support required for children. • Opportunities for parents to receive support through the use of virtual meeting. 		August 2020 August 2020	Website Google Classrooms Google tutorials Remote learning guidance for parents Blended learning policy. Teams meetings	Forms Twitter Feedback from staff and pupils	Healthy, nurtured ,included, respected

IDL	Create, sustain and enhance an IDL curriculum.	<ul style="list-style-type: none"> Weekly activity grid for curricular areas not being covered through school contact each week. Effective use of online resources created specifically for Scottish schools to support home learning. http://www.e-sgoil.com/resources-english/ 	All staff	August '20		Timetables Learning observations	Achieving Nurtured Active Responsible Respected and Included
	Outdoor learning opportunities are maximised	<ul style="list-style-type: none"> Playground to be timetabled for classes to maximise opportunities for outdoor learning. Staff to familiarised themselves with resources in the outdoor learning folder in Gsuite. IDL topics based around outdoor learning outcomes to be considered where possible. 	C Leddy All staff	August '20		Forward plans Professional dialogue Learning observation Pupil dialogue	
	All staff are confident and proficient in the effective use of current digital technologies to support learning and teaching	<ul style="list-style-type: none"> Digital drop in to continue to support staff. Staff to identify support required. 	J Wright S Martin F Quinn	Ongoing		Forward plans Professional dialogue Learning observation Pupil dialogue	
	Ensure engagement and communication between partners is regular, structured, supportive and efficient.	<ul style="list-style-type: none"> Consider weekly updates on progress of current strategies and procedures. 	S Martin	August '20		Forward plans Professional dialogue Learning observation Pupil dialogue PRD	

Successes and Achievements											
How good are we at improving outcomes for all our learners?											
Quality Indicator	Themes										
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Inclusion and equality 										
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Equity for all learners 										
3.3 Increasing creativity and employability	<ul style="list-style-type: none"> Increasing employability skills 										
Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	GIRFEC					
Improved or maintained attainment: Reading Maintain increase in attainment in P2 with continuation of reading recovery. Maintain increase in attainment across school through shared pedagogical approach and the support of Leaders of Learning.	<p>Continue to use PEF Funding to employ PT with attainment as their remit.</p> <p>Literacy working Group to:</p> <ul style="list-style-type: none"> Consider the guidance given in ERC Literacy Strategy in conjunction with school's approach to teaching of reading. Continue to adapt, as appropriate, the school's approach to teaching reading, using the reading recovery strategies. Embed practice in the engagement of learners through a variety of methodology. Make clear to teachers what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements 	HT, Business Manager, HR Literacy Working Group SMT	June 20 onwards Aug 20 June21	PEF Funding ERC Literacy Strategy Literacy and English benchmarks	PEF targets Tracking database Target setting Meetings Professional Dialogues Literacy and English Benchmarks	Achieving, Responsible Included					

	<ul style="list-style-type: none"> Use moderated Literacy and English benchmarks to provide clarity on the national standards expected within each level. 	All staff				
Numeracy and Mathematics Focus on components identified on tracking information supplied by ERC Aim to recover/maintain overall high Mathematics Standardised test score	<p>Make clear to teachers what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.</p> <p>Provide professional learning in the areas of mental maths and problem solving to ensure teacher confidence when implementing these areas.</p> <p>Continue to use moderated Numeracy and Mathematics benchmarks to provide clarity on the national standards expected within each level.</p>	Maths Champion J Wright and Class teachers SMT All staff	Aug 20 – June 21	Maths progress grids Numeracy and Mathematics benchmarks	Maths progress grids Numeracy and Mathematics benchmarks	
More P1 Pupils reach their Developmental Milestones. Impact due to COVID 19	<p>Continue Twinning project with Busby, Cartmill and Carolside nurseries.</p> <p>Continue to engage with early years establishments to analyse and evaluate P1 Baseline and Developmental Data and plan appropriate interventions</p>	PT: C Leddy and P1 teachers Cart Mill, Carolside and Busby Nursery staff PT: C Leddy and P1 teachers Associated early years establishments	Aug 20 – June 21 Aug 20 – Jan 21	Partnership Nurseries Tracking database Transition reports	Evaluations Professional Dialogues PRD sessions Tracking database Transition reports	Achieving, Responsible, Included

	<p>Continue to deliver Developing the Young Workforce Implementation Plan</p>	<p>Plan and organise Master Classes that have a direct link to skills for life, learning and work:-</p> <ul style="list-style-type: none"> ● Decide on frequency and duration of Master Classes in comparison to committees. ● Make a business link with local business based on the skills required to be delivered through Master Classes. ● Use audit of DYW skills to appropriate gaps through the Master Classes ● Compose evaluation forms to measure the success of Master Class. <p><i>Will be undertaken when restriction have been lifted</i></p>	SMT	Aug – March 21	Masterclass rationale	GLOW Forms	Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected, and Included
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Other remits and areas of responsibility

Area of responsibility	Personnel	Area of Improvement Plan 20-21	
CLPL coordinator	HT		
ASN coordinator	K Wynne	Health & wellbeing	
ASD Adviser	C Grant		
Dyslexia Adviser	C Grant		
RRS	J Wright	Broad General Education	
RE	J Wright	RE	
PFFA coordinator	F Quinn	RE	
ECO	C Fusaro R McKendrick	Broad General Education	
ICT coordinator (GLOW, Digital Leader)	MC Greene	Digital Technology	
Maths Champion	J Wright	Numeracy	Raising attainment
Outdoor Learning	C Leddy	Outdoor Learning	Partnerships
Science Champion	C Fusaro		
Playful Pedagogy	M Canning C Leddy	Partnership Working	Playful Pedagogy
Area of responsibility		Area of Improvement Plan 17-18	

Family Centred Approaches	C Leddy	Partnership Working	Broad General Education Raising attainment
Moderation facilitators	J Wright	NLP	Literacy
	AM Simpson	Professional Learning	Numeracy RE
Literacy (Hanen) / More able / SNAP coordinator	K Wynne M Canning C Stewart	Playful Pedagogy Literacy	
PE champion	R Brew		
School Library	N Downs		
Seasons for Growth/Resilience	H Addison	NLP	Resilience
	K Wynne S Martin		Health and wellbeing
Fair Trade	R Gray		

Pupil Equity Funding Plan 2020- 21

Priority 1: Principal Teacher of PEF

- To retain an additional Principal teacher with attainment as their remit.
- To use this PT to manage the lowest 20% support
- To use this PT to assist pupils, staff and parents to meet the most appropriate targets as laid out below.
- To support families of FME with the general wellbeing (including social and emotional) of their child: homework clubs, curriculum workshops and school links.

Targets for children:

- *Maintain or increase attainment in Literacy and Numeracy above ERC averages for all children entitled to FME {Local comparison: This ensures no child is ever in the lowest 20%}*
- *Ensure every FME child meets (or exceeds) expected levels of Literacy and Numeracy at key stages (P4,P7) {National comparison}*
- *Ensure progression is in line with school's gradient of learning {school comparison} for all children entitled to FME.*
- *Complete homework tasks regularly*
- *Participate in a least one after school club*

Priority 2: Reading Recovery

- To continue to fund Reading Recovery Teacher (0.6 FTE) from staffing

Targets for children:

- *Increase in attainment in Literacy above ERC average for children in P2 entitled to FME*
- *Ensure progression is in line with school's gradient of learning for all children entitled to FME*

Priority 3: Purchase of Chrome books

- PEF pupils to be provided with a Chrome book to support blended learning model

Targets for children:

- *Increase in online engagement as part of home learning (children identified as FME),*