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| **Phase One: Performance Information Analysis and Outcome Focussed Planning** |
| **Step One: Analyse pupil performance information** |
| Through analysis of pupil performance information identify a *small* group *(4-6)* of **vulnerable** learners to target in order to improve outcomes (attendance, attainment, exclusion/inclusion, engagement, participation).  Target Group:  Pupils not attaining in reading due to lack of understanding of phonological awareness  Number of Pupils:  7  Kayla King, Brady McMaster, Ross Linley, Alex Laing, Shannyn Heaney, Kamal Omar and Millie Agnew   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Name | Reading CfE Level | Talking and Listening CfE | Lowest 20% | SIMD | Baseline | Baseline Follow Through – Raw Score | Other | | Kayla King | EW | EW | Yes | 2 | 75 | 10 | Vulnerable | | Brady McMaster | EA | EA | Yes | 1 | 78 | 20 | Vulnerable | | Alex Laing | EW | EW | Yes | 1 | - | 11 |  | | Shannyn Heaney | EW | EW | Yes | 4 | 70 | 5 | Looked After | | Kamal Omar | EW | EW | Yes | 2 | - | 6 | EAL | | Millie Agnew | EW | EW | NO | 1 | 108 | 14 |  |   Detail the rationale for selection (SIMD, gender, LAC, ethnicity, lowest performing 20%):   * Lowest 20% * SIMD 1-4 |
| **Step Two: Identify SMART outcomes for the target group** |
| Following intervention, what improvements would you expect to see? *It might be helpful to review these outcomes following completion of phase 2.*  Expected SMART outcomes (attendance, attainment, exclusion/inclusion, engagement, participation):   * To raise attainment by increase of 5 in standardised assessments * To improve confidence and attitude to reading as measured through My Self as a Learner Reading questionnaire * To increase reading age by 6 months as measured by Neale Analysis * To increase spelling age by 6 months as measured by Single Word Spelling Assessment |

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| **Phase Two: Exploring and Understanding the Target Group’s Performance** |
| **Step One: Explore the strengths of and pressures on your target group** |
| What are the factors that impact (positively/negatively) on this identified group of learners? You may want to consider the following (please note these are examples and not an exhaustive list).   * School learning environment – e.g. expectations of pupils, staff/pupil relationships, peer relations, quality and deployment of teaching and support staff, pedagogy, parental engagement * Parental factors – e.g. engagement with pupils learning, relationships with school staff, value for education, parental educational experiences, parental physical, mental and cognitive health, parenting skills * Pupil factors – e.g. SHANARRI, Aspirations for future, motivation for learning, pupils physical, emotional/mental and cognitive health, pupil involvement in their learning |
| Strengths/positive factors:   * School learning environment * Targeted support * Teacher/pupil relationships * Parent support (in some cases)   Pressures/negative factors:   * Concentration of pupils * Pupil’s perception of themselves as readers * Gaps in learning * EAL * Parental involvement and support |
| **Step Two: Evaluating the significance of the factors identified** |
| Consider ways in which you can test (confirm/disprove) the significance of the factors outlined (e.g. existing school information, research evidence, assessment, professional enquiry, questionnaires, focus groups).  Confirmed strengths/positive factors:   * Assessments * P1 Baseline * P1 Developmental Milestones * P1 Baseline follow through * Professional Dialogue Minutes * Target Setting Minutes * Pupil Conferencing Minutes   Confirmed pressures/negative factors:   * Neale Analysis * MALS – Reading * Single Word Spelling Assessment * GL assessments * Baseline Questions 11-16 and 34 - 39   **Helpful Tip**   * Appendix 1 may be helpful in recording the above information |