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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 awarenessNumber of Pupils:7Kayla King, Brady McMaster, Ross Linley, Alex Laing, Shannyn Heaney, Kamal Omar and Millie Agnew

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| 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
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| **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
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| 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
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| **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
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