|  |
| --- |
| **PUPIL EQUITY FUND IMPROVEMENT PLAN – Caskieberran Primary** |
| **Attainment Fund Rationale**   | **Amount of Fund £80 409 (funding available from August 2023)** **£79 625 (annual allocation)** |
| **Intervention 1**Across the school, there continues to be a significant number of children displaying barriers to learning (academically and emotionally) who require support to engage in learning in individual or small group situations. Some learners may be reluctant to attend or require individualised planning around their additional support needs. These children would benefit from access to a support base (B’Hive) for targeted support from staff, additional support within their classroom environment and/or from a learning environment that meets their needs (sensory areas, life skills, proprioceptive activities etc).Stakeholder responses from consultations highlighted a need to improve break and lunch time playground experiences for learners. This was also a finding from our Learning Partnership visit which indicated a need for replicating the high level of personalised support evident in the school in the playground – a focus on inclusion and equality. Some parents and children have raised concern around instances of disrespect and even aggression among a few pupils.**Intervention 2**Attainment data is showing that writing is an area that requires further improvement. Stretch targets not met in P2, P3, P4 and P6 for 2022-2023 **(P3, P4, P5 and P7 2023-2024)****Writing Attainment 2022-2023**P2 = 67%P3 = 56%P4 = 60%P6 = 61%**Attainment Gap between Reading and Writing 2022-2023** P3 – 7% gap between reading and writing (2022-2023) P4 – 21% gap between reading and writing (2022-2023)P6 – 20% gap between reading and writing (2022-2023)The attainment gap between Reading and Writing as children progress through the school perhaps suggests that they lack confidence as writers and in their ability to be independent in their writing. This reflects a need to revisit the developmental stages of writing and how we can promote independence and aim for children to be at the fluent stage of sentence writing by the end of P1.**Intervention 3**Staff have observed children becoming overwhelmed and dysregulated within the busy nursery environment and in early years classrooms. 22% of children in the ELC for session 23/24 are currently identified as requiring a form of additional support.SLT and NT observations in the nursery focusing on 2.3 and 3.2 identified the need for areas to be replenished and refreshed more regularly to ensure rich core provision is available at all times to meet the learners needs and stage of development both indoors and outdoors. They also highlighted a need for pupil voice to be more evident throughout the nursery and at early level.Quality assurance processes have highlighted a need to look at the promotion of independent writing at the early level. |
| **Expected Impact** | **Interventions Planned** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Impact on learners****Ongoing evaluation Dec/June** |
| **Intervention 1 –** To support pupils displaying barriers to learning through targeted support and a learning environment to meet their range of needs.Outdoor spaces are used effectively to promote positive relationships and wellbeing and our school community will feel a sense of belonging, equality and inclusion. | PTs and PSAs assigned to Support Base set up ‘B’Hive’ with areas and activities available to meet needs of a range of learners – sensory areas, life skills work, proprioceptive area, nurture/wellbeing support etc.PT to oversee referrals to B’Hive and work with PSAs to plan learning and individualised support package for learners – share with CT, pupil, parent/carer and other agencies if appropriate.PT to oversee learning of children accessing the ‘B Hive’ in conjunction with CT and PSAs. Regularly review progress of learners.PT and PSAs provide breakfast for learners and emotional check-ins. Routine established for the day.Baseline information gathered by PT around attendance, attainment, wellbeing ensuring strong pupil voice. Tracking of pupil progress in these areas to measure impact.PT and PSAs to model effective interactions and supports for learners e.g. use of PACE, 3Rs etc.Implement CIRCLES document to ensure learning environment meets needs of learnersBaseline questionnaire about inclusion, equality and playground experiences to establish views of pupils, staff and parents.Upskill Support Staff in playground pedagogy – professional learning “Playground Pedagogy for PSAs”PT to monitor PSAs leading playground activities and provide feedback.PT to set up a Playground Group of parents, staff, partners and pupils to establish an innovative and radical playground action plan which may include some fundraising.Relaunch and establish a ‘House’ system.PT to extend the leadership opportunities for learners by intorducing Prefects, House Captains and Vice-Captains, Head Boy and Head Girl, Playground Group, Respect Me Group.PT to oversee relaunch our ‘Respect Me’ agenda:* Refresh our policy and share with stakeholders.
* Information sessions/workshops for the school community.
* Participate in ‘Respect Me’ annual campaign. Theme is ‘Listen Up’ about respecting our rights.

Review any incidents and trends as part of the quality assurance process.**PT Remit – Personalised Support & Wellbeing*** Oversee learning, teaching and assessment in Support Base and the referrals system.
* Oversee Personalised Support planning for children who access the Support Base.
* Create an innovative and radical approach to playground provision to promote positive relationships and improved wellbeing.
* Build on the Regulation work adopted this session.
* Oversee implementation of new ‘House System’ for the school.
* Responsibility for tracking of wellbeing across the school.
* Oversee enhanced transition arrangements.
 | **Analysis of Data**Analysis of questionnairesEvaluation of CIRCLES document**Gathering Views**Learner conversationsStaff evaluationsParent feedback**Direct Observation**Shared Classroom Observation by SLT/PT. Monitoring effectiveness of ‘Playground Pedagogy’.**Analysis of Data**Analysis of questionnaires**Gathering Views**Learner conversationsStaff evaluationsParent feedback**Direct Observation**Shared Classroom Observation by SLT/PT. Monitoring effectiveness of ‘Playground Pedagogy’.**Gathering Views**Learner conversationsStaff evaluationsParent feedback**Analysis of Data**Power Bi |  |
| **Intervention 2 -** To raise attainment in writing with a particular focus at P1, P4, P5 and P7.**Learner evidence will demonstrate progress in writing.****Clear expectations around the process of teaching writing at Caskieberran.** | Regular learner conversations with identified children to discuss their writing, their attitude towards writing and establish strengths and barriers.Jotter monitoring at key stages P4, P5 and P7 but to oversee writing from P2 to P7 by modelling good practice and delivering professional learning. Tracking and moderation work to ensure consistency.Input for staff re supports for learners e.g Clicker, Dictate etcPT to oversee moderation of planning for writing:1. Create a 4-part model for how we teach writing
* **IMMERSE** (Read, talk, experience)
* **ANALYSE** (Co-create SC)
* **PRACTISE** (Plan, draft, edit)
* **EVALUATE** (share, redraft, uplevel, celebrate)
1. Collaborative planning in pairs
2. Delivery of series of lessons planned
3. Sharing and Evaluation of process

Share our 4-part writing process with parents**PT Remit – Raising attainment in writing P2-P7*** Oversee Writing Attainment from P2-P7.
* Oversee moderation and quality assurance processes in writing from P2-P7.
* Model good practice and develop partnerships across the cluster and high school.
* Develop new writing model throughout the school.
* Gather the views of learners through learner conversations about the writing process.
* Responsibility for displaying writing across the school and nursery.
* Deliver a parental engagement session around the teaching of writing.
 | **Gathering Views**Learner conversations**Analysis of Data**Value added attainment dataTracking and monitoring of writing attainment**Gathering Views**Learner conversationsStaff evaluations**Direct Observation**Shared Classroom Observation by SLT and PT |  |
| **Intervention 3 –** Raising Attainment in the Early Years**Learners are confidently using Early level tools in independent writing.****Children are actively engaged in an inclusive, calm and purposeful learning environment, both indoors and outdoors, with learning and challenges centred on their needs and interests.** | PT to oversee benchmark assessment completed in Nursery as part of transition information for P1 to establish the developmental stage of each learner. Revisit during assessment times.PT to deliver professional learning input around the developmental stages of writing for all staff. Share developmental stages of writing with parents in an information session.PT to re-visit and re-familiarise staff with points to consider at Early level to encourage children to ‘have a go’.PT to oversee moderation of planning for writing at early level:1.Create a 4-part model for how we teach writing * **IMMERSE** (Read, talk, experience, set up of a literacy rich environment) **Use Audit tool from CIRCLES Document.**
* **ANALYSE** (Teacher modelling, Co-create SC, share stories) **Use WfL Points to Consider.**
* **PRACTISE** (Plan, ‘have a go’, edit)
* **EVALUATE** (share, redraft, uplevel, celebrate)

2.Collaborative planning in pairs3.Delivery of series of lessons planned4.Sharing and Evaluation of processShare our 4-part writing process and developmental stages with parents at early level.PT to monitor and track attainment at Early level. Oversee quality assurance processes in literacy and numeracy for ELC, P1 and P1/2.Model good practice at early level and ensure effective transition arrangements from ELC to P1.Professional learning planned for inset day Aug’ 23. Training delivered by the ASIST team on the CIRCLES ‘up, up and away’ document. PT to coordinate and ensure implementation.**Universal strategies in the environment**PT to oversee and lead staff in the use of CIRCLE Literacy Rich Environment Checklist will be used to help the team consider strategies that are in place and possible areas for development. Team to complete the checklist and create an action plan identifying area to target with timescales and person (s) responsible.**Targeted strategies for identified learners**PT to oversee and lead staff in the use of the ‘risk and resilience tool’ to identify those learners who may need ‘Stage 2’ support in the nursery environment. A profile will be created for each learner using the ‘identify stages tool’ and staff responsible will implement strategies and review. Regular review dates will be planned to track progress by PT.PT to take responsibility for review processes and individualised planning for learners in ELC, P1 and P1/2.**PT Remit – Raising Attainment in the Early Years*** Oversee Nursery to P1 Transition
* Oversee Personalised Support in Nursery to P1/2
* Line manage EYOs, EYLO and Nursery Teacher
* Conduct PRDs for EYOs, PSAs in nursery and P1 Teachers
* Oversee planning and tracking for Nursery to P1/2
* Oversee Professional Learning and Nursery Improvement Plan implementation and ongoing evaluation
* Oversee Quality Assurance from Nursery to P1/2
* Oversee Attainment in P1 & P1/2.
 | **Analysis of Data**Learner assessment**Gathering Views**Staff evaluationsParent feedback**Direct Observation**Shared Classroom Observation by SLT**Gathering Views**Learner conversationsStaff evaluationsParent feedback**Gathering Views**Staff views about impact of this learning**Analysis of Data**Data collected from checklists and audit tools**Direct Observation**Observations of identified learners**Analysis of Data**Data collected from checklists and audit tools |  |