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|  | **All Saints Primary School**  **All Saints Primary and Communication & Language Base**  **Standards and Quality 19/20**  **and Recovery Action Plan**  **Autumn 2020/21** |

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| Context of the school: |
| All Saints Primary (ASP) is a denominational school which serves the east end of Greenock. All Saints Communication & Language Base (CLB) serves all areas within Inverclyde authority.  In session 2019/2020, the school roll held 372 pupils; 355 pupils within 14 mainstream classes and 17 pupils within 3 classes in our CLB.  Teacher staffing allocated to ASP was 18.8 FTE. This included Head teacher, one Depute Head teacher, two Principal Teachers, 11 full-time teachers, 5 part-time teachers and 2 Probationer teachers. CLB were allocated with 4.0 FTE which included one Principal Teacher, two full-time teachers and two part-time teachers.  ASP was supported by one Senior Admin and two clerical assistants, 3 Classrooms Assistants, 4 Additional Support Needs Assistants. PEF was used to fund one part-time, and 2 full-time, Additional Support Needs Assistants.  CLB was supported with one clerical assistant and six Learning Support Assistants.  PEF was used to fund a Senior CLD worker to engage with families across ASP and CLB.  Our establishment provides excellent spaces for teaching, learning and working. Classrooms enjoy natural light and learning is supported in comfortable open plan areas outside each classroom. Most classes have direct access to outside space. We have a large open plan dining area, nurture class, library and family learning hub  To support expressive arts we have two large gym halls which can be opened into one very large space to host assemblies, school performances and/or sporting activities. Pupils and staff enjoy an abundance of outdoor space including three playgrounds, football pitch, nature trail, outdoor amphitheatre and gardening areas.  **Our Vision**  At All Saints Primary we strive to live by our motto of Truth, Knowledge and Friendship. We make every effort to ensure our school is safe, happy and nurturing. We encourage each child to fulfil his/her potential.  **Our Values**  Faith, Family, Ambition, Respect, Kindness.  **Our Aims**   * Strive to provide the highest quality teaching and learning * Ensure all pupils attain, achieve and acquire a full range of skills and abilities to empower them to be lifelong learners * Endeavour to ensure all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included * Nurture, inspire, develop and encourage successful learners, responsible citizens, effective contributors and confident individuals prepared and empowered for the future   As an Attainment Challenge school, we receive additional teacher input for targeted pupils and also use our Pupil Equity Funding to enhance support for targeted pupils to reduce the poverty related attainment gap. |

**Review of progress for session Aug 2019- March 2020**

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| **Priority 1 Improvements in attainment, particularly in literacy and numeracy** | | |
| **NIF Driver**  School leadership  Teacher professionalism  Assessment of children's progress  School Improvement  Performance Information | **HGIOS?4**  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  1.2 Leadership of learning  2.2 Curriculum | **Other Drivers**  **RRS**  Article 28: (Right to education):  Article 12: (Respect for the views of the child) |
| **Strategies**   * Introduce literacy and/or numeracy interventions to support +5% raise in attainment and achievement of level (TPJ) within Reading and Numeracy of targeted pupils. * Provide opportunities for staff to share good practice in teaching and learning through moderation activities, team teaching and peer visits across school and cluster. * Introduce Reflective Reading, E.R.I.C. and Active Literacy Reading approaches across the school with support of CMO, research and in-service training. * Improve pupils’ mental agility through use of wider range of mental maths strategies and pedagogy including SEAL and Number Talks. | | |
| **Progress**   * Working alongside Attainment Advisor, identified staff were trained to deliver a range of literacy and/or numeracy interventions. Interventions were delivered by support staff daily, tracked, monitored and advised by teaching staff and DHT’s. Early indicators demonstrated positive impact for all learners’ confidence and most learners on track to make +5% raised attainment. Trade union disputes concerning job remits have resulted in all support staff being advised to not proceed with these interventions therefore, other than delivery by PEF teacher, we have been limited in further work in this area. * Teachers have had a number of opportunities to participate in moderation activities, both within school, at cluster level and on a wider basis. Cluster moderation for Literacy and Numeracy took place in October with 2 teachers representing Literacy & Numeracy at Early and First levels for Inverclyde’s Moderation event in November. We were due to participate in West Partnership moderation with representation for Literacy or Numeracy at First Level. * All Saints organised and hosted in-service training of Reflective Reading (Anne Glennie) for Notre Dame Cluster at August in-service. This was followed up with further training with Literacy CMO’s to support whole school effective reading approaches. Our classroom observations focused on Tools for Reading which informed next steps for professional development. All teachers attended a range of Attainment Challenge continuous professional development courses with 8 taking part in Literacy based study. Two teachers participated in Improving our Classrooms programme with Glasgow City Council and all support staff attended Supporting Active Literacy and Social Skills training. * Almost all teachers (17) have engaged with Attainment Challenge continuous professional development for Numeracy and all classes are engaged in daily practice to support SEAL and Number Talks. | | |
| **Impact**   * Impact of interventions has been limited due to staff remit dispute. However, as staff have completed training as soon as this is resolved we are in a good place to take forward interventions again. Teachers are better able to analyse pupils attainment and achievement and use this knowledge to inform next steps. SLT have revised Tracking & Monitoring format and now engage four times across session to discuss teaching and learning, wellbeing and attainment. * Staff have benefited from the range of opportunities provided to share good practice in teaching and learning through moderation activities both at school level and cluster. Feedback of cluster working was particularly positive with staff sharing desire to engage in further opportunities for joint planning and peer visits. This will support development of links between learning, teaching and assessment. * Reflective Reading feedback was very positive with teachers planning to take many of strategies forward and school have provided further resources to facilitate this. Focus for class observations demonstrated many classes using taught strategies to support Tools for Reading. Teachers’ report enhanced learner engagement and skills development. This was also an excellent vehicle to improve inclusion between CLB and mainstream curriculum. * SEAL and Number Talks training has increased teacher confidence and focus for development of learners’ mental agility. Learners are encouraged to discuss and share thinking during Number Talks and group/class demonstrations focus on learning from each other’s strategies, mistakes and successes. Again, this methodology has supported inclusion for Maths & Numeracy between CLB and mainstream. | | |
| **Next steps**   * Support identified interventions for literacy and numeracy with PEF funding of teacher across ASP and CLB. * Continue to provide opportunities for moderation at school, cluster, authority and national level ensuring that all teachers take responsibility for engaging at all levels. * Continue to engage with Attainment CMO’s for Literacy and Numeracy to support ongoing training and scaffolding of pedagogy across ASP & CLB. | | |

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| **Priority 2 Closing the attainment gap between the most and least disadvantaged children** | | |
| **NIF Driver**  Assessment of children's progress  Performance information  Parental engagement | **HGIOS?4**  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.4 Personalised support  1.2 Leadership of learning | **Other Drivers**  **RRS**  Article 28: (Right to education):  Article 12: (Respect for the views of the child) |
| **Strategies**   * Personalised support is targeted, timely and rigorously tracked and monitored to inform next steps for learners’. * Family learning supports parents to know, understand and support their children’s learning. * Teachers will be supported to analyse data to inform barriers to learning and inform next steps to support raised attainment and achievement. * Teachers will use feedback to provide learners with a better understanding of their progress and next steps in learning. | | |
| **Progress**   * SLT have reviewed tracking and monitoring processes to enable regular data meetings across each session which include pupil, teacher and SLT learning discussions. * Family Learning Hub works in conjunction with families and teachers to support parental learning of those strategies, skills and abilities taught within class. * Tracking and monitoring meetings analyse teachers’ professional judgement and inform appropriate interventions to support raising attainment in literacy and numeracy. * Visible Learning continues to be focus for school and teachers continue to develop experience and skills in using effective feedback. Training for Solo Taxonomy postponed due to Covid-19. | | |
| **Impact**   * Teachers and SLT are able to adapt and amend interventions for individuals and groups of learners to better support ongoing raised attainment in literacy and numeracy. * Family Learning Hub has been a vital means of communication for many families during lockdown. As well as offering ongoing emotional support, our Senior CLD worker has offered a range of opportunities to support families’ health and wellbeing. These have included weekly virtual meetings, mindfulness, bingo, quizzes and a virtual daily walking group. Families have also been supported to link with teachers and SLT for individual support packages where appropriate. * Due to establishment closure teaching staff have worked to support Childcare Hub based at All Saints and provide daily support via Microsoft Teams. Weekly tracking of online engagement highlighted lack of support for this method with an average weekly uptake of 20%. All pupils’ were then provided with a Learning Pack and ongoing online support for Nurture, Health & Wellbeing and Outdoor Learning activities linked to literacy and numeracy. Feedback from parents has been positive and encouraging. | | |
| **Next steps**   * Build on positive feedback from parents when planning for blended learning next term. CLB staff to engage in prompt review of blended learning possibilities with parents and support agencies. * Provide additional support for parents who have struggled to engage their children in home learning. Family Hub to link with CLB parents to provide support for blended learning model. * Focus on improving the quality of feedback learners give and receive. | | |

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| **Priority 3 Improvement in children and young people's health and wellbeing** | | |
| **NIF Driver**  School Improvement  School leadership  Parental engagement | **HGIOS?4**  2.2 Curriculum  2.5 Family learning  2.7 Partnerships  3.1 Ensuring wellbeing, equity and inclusion | **Other Drivers**  **RRS**  Article 28: (Right to education):  Article 14 (Freedom of thought, conscience and religion):  **Developing in Faith**  Celebrating and Worshipping  Honouring Jesus Christ as the Way, the Truth and the Life |
| **Strategies**   * Needs of pupils’ within CLB, and those pupils with ASD diagnosis within mainstream, are planned for through joint observations between school and IEPS using CIRCLE environmental review. * CLB pupils’ needs are shared and planned for during regular Joint Support Team meetings involving appropriate professionals. * Arrange cluster training and an agreed plan for implementation of SCES’s Equality and Inclusion Learning and Teaching resources. | | |
| **Progress**   * CIRCLE review, with support from Education Scotland, used to review and inform practice within CLB. * CIRCLE environmental review used to inform layout of all CLB classes and some mainstream classes. * Regular Joint Support Team meetings take place with IEPS, school and Social Work. * All Saints hosted Equality and Inclusion Training took for all Inverclyde Catholic Primaries during the February in-service day. There is also an agreed plan in place for delivering an Equality and Inclusion programme at key stages across the school. | | |
| **Impact**   * All CLB classes, and a few mainstream classes, have been re-modelled through information gained via completion of CIRCLE environmental review. This has supported pupils with ASD to be less anxious and have safe spaces to use when distressed. * Joint Support Team meetings to continue with addition of ASN Social Work and SEL. * Training has provided necessary knowledge, skill and confidence to teach Equality and Inclusion in accordance with the Catholic Church’s teaching. | | |
| **Next steps**   * Curriculum planning to focus on Health & Wellbeing at the beginning of term, CLB staff to provide CIRCLE training for all teaching staff to better inform classroom layout etc. * Whole school focus on Emotional check-ins, emotional literacy, nurture and mental wellbeing from August 2020. * All staff offered Supervision from August 2020. * Teaching staff to complete IEPS online training forbereavement, anxiety and trauma. | | |

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| **Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people** | | |
| **NIF Driver**  Teacher professionalism  School Improvement | **HGIOS?4**  3.3 Increasing creativity and employability  1.2 Leadership of learning  2.7 Partnerships  2.6 Transitions | **Other Drivers**  **RRS**  Article 28: (Right to education):  Article 29 (Goals of education): |
| **Strategies**   * Further develop opportunities to work with a range of local partners, with an increased focus on their contribution to developing employability skills. * Plan and host Cluster Primaries Career Fayre to promote employability skills, including creativity and enterprise. * Further develop children’s understanding of the range of skills needed within the workplace and how their learning in school helps to prepare them for the future. * Improve knowledge of employment within local context and work with families to develop skill set necessary for such employment. * Provide an enhanced transition experience for new entrants and P7 leavers. | | |
| **Progress**   * We have continued to work with a wide range of local partners in order to enhance children’s learning across the curriculum. These include Belville Gardens, Author/Librarian visits, Drug Awareness and Boozebuster sessions, RigArts, Echoes of Inverclyde, musician visits, McLean museum. * Careers Fayre did not take place due to Covid-19. * Transition arrangements were modified due to Covid-19 however all new entrants were offered virtual tour and map of establishment, wellbeing telephone calls with SLT, face to face induction with class teacher and SLT, nurture teacher input and home activities learning pack to support preparing children for starting school. Our Primary 7 pupils were supported to make prayer flags to decorate school, took part in virtual leavers mass and assembly and all staff produced virtual guard of honour. | | |
| **Impact**   * Learners are better able to make links across learning in school and skills in the workplace. * CLB pupils have experienced World of Work by supporting design of Autism Awareness resources for McLean Museum. * All learners have an increased understanding of the range of skills they are learning in different subjects, how these can be transferred across the curriculum and their importance to daily life. * Some disadvantaged pupil have been supported to access digital technology. | | |
| **Next steps**   * Explore Skills Progression Pathways to include Employment Skills to develop learners’ understanding of skills needed in workplace and how they can develop these skills sets. * Liaise with the Digital Literacy Coaching and Modelling Officer to improve teaching and learning across the curriculum. * Arrange CPD session with Inverclyde’s Enterprise and Employability Officer. * Form a Developing the Young Workforce Group to support planning and implementation of Cluster Careers Fayre nad whole school enterprise opportunities. * Ensure learners are able to share their knowledge of various professions and explain the skills that are needed in order to be effective in these roles. * Continue to liaise with the authority and other agencies to improve digital access for disadvantaged pupils | | |

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| **National priority: How we are ensuring Excellence and Equity?** |
| **Brief commentary on context and identified barriers to learning which affect progress and attainment**  All Saints serves an area of high deprivation. In 2018/2019, 80% of our pupils lived in SIMD areas 1 & 2. This increases to 94% when SIMD 3 & 4 are included. We currently have no pupils living within SIMD 9 & 10 and only 18 pupils within SIMD 5 to 8. All Saints therefore operates on an excellence agenda for raising attainment for all.  Attendance rates for 2018/2019 are en par with our family group and slightly below national average.  We have worked closely with partner agencies to improve attendance rates for those families with historically poor attendance. A series of interventions put in place had begun to show results:   * Soft start/late breakfast provision * Parental support from Senior CLD (PEF) and Barnados family support worker to facilitate good bedtime/morning routines * Head Teacher check-ins with pupils to recognise and celebrate improvements * Head Teacher check-ins with family to recognise and celebrate improvements * Offers of parental training and workshops to support maternal wellbeing.   There have been no exclusions at All Saints. We are committed to embedding nurture principles across our school and our zero exclusion rate reflects the inclusive, nurturing and restorative ethos of All Saints. Our Nurture Implementation Group continue to support staff to develop their understanding of adverse childhood experiences and social, emotional and mental wellbeing. This year we have also recruited pupils to be Nurture Champions and Play Leaders. |
| **How PEF funding has been used**   * Acting DHT appointed for the identification and assessment of vulnerable pupils, accessing appropriate resources, target setting, training support staff and monitoring the impact of interventions. * Senior CLD worker appointed to identify and engage with vulnerable families, access appropriate resources, plan and operate support groups and provide personalised support (including family learning), increase and enhance opportunities for parental engagement, improve pupil attendance through parental support and engagement, enhance transitions, training and supporting staff to enhance parental relationships and monitor impact of interventions. * Class teacher appointed to support planning for, and delivery of, interventions to support raising attainment in literacy and numeracy. Also to release class teachers to work with SLT and Attainment Advisor to analyse data to inform interventions and impact. * ASN x 2 to provide support across Early/First and Second Level learners who are at risk of not attaining expected levels within Literacy and/or Numeracy. * Whole school training on Visible Learning – focus on upskilling teachers to be able to provide high quality teaching for all children, including the targeted children. * Teacher training on Reflective Reading to enhance quality of learning and teaching, language skills and vocabulary gap in early development. * Playback ICE resources and staff training for whole school health and wellbeing development. * Additional clerical hours to support administration and communication for all families. * Additional resources purchased to support improved teaching and learning in Literacy and Numeracy. |
| **Impact**  **All Saints School Tracking 2019 – 2020**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Stage** | **Numeracy** | | **Talking & Listening** | | **Reading** | | **Writing** | | | **P1 (45)** | 8/51 | 15% | 7/51 | 13% | 7/51 | 13% |  | 7/51 13% | | **P2 (49)** | 11/49 | 22% | 10/49 | 20% | 13/49 | 26% | 13/49 | 26% | | **P3 (49)** | 8/49 | 16% | 3/49 | 6% | 9/49 | 18% | 8/49 | 16% | | **P4 (45)** | 17/45 | 37% | 13/45 | 28% | 15/45 | 33% | 16/45 | 35% | | **P5 (44)** | 15/44 | 34% | 9/44 | 20% | 12/44 | 27% | 12/44 | 27% | | **P6 (49)** | 12/49 | 24% | 7/49 | 14% | 13/49 | 26% | 17/49 | 34% | | **P7 (45)** | 15/45 | 33% | 2/45 | 4% | 10/45 | 22% | 14/45 | 31% | | **Whole School (332)** | **86/332** | **26%** | **51/332** | **15%** | **79/332** | **24%** | **79/332** | **24%** |   **Whole School Summary**  Numeracy – Majority of pupils (74%) are on expected level for age and stage. 26% (Minority) of school are not on expected level.  Talking & Listening – Most pupils (85%) are on expected level for age and stage. 15% (minority) of school are not on expected level.  Reading – Most pupils (76%) are on expected level for age and stage. 24% (minority) of school are not on expected level.  Writing – Most pupils (76%) are on expected level for age and stage. 24% (minority) of school are not on expected level.  Across the school, most pupils are on the expected SEEMIS level for their year group across organisers for Reading (74%), Writing (76%) and Talking & Listening (85%). The majority of pupils (74%) are on expected SEEMIS level for their year group.    Pupils – No and % of pupils on track   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Listening and Talking | | Reading | | Writing | | Numeracy | | | 2020 – 246 pupils | 281 | 85% | 253 | 76% | 253 | 76% | 246 | 74% |   Pupils - Number of pupils not on track   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Listening and Talking | | Reading | | Writing | | Numeracy | | | 2020 –86 pupils | 51 | 15% | 79 | 24% | 79 | 24% | 86 | 26% |   Focused interventions were put in place to help close the attainment gap. This included Catch-Up Numeracy and Literacy, 5 Min Box, Toe by Toe, Buddy reading Phonics catch-up. Funding of a PEF teacher allowed us to continue with some of these interventions after ASN staff withdrew their support. Next session, supported interventions will continue and be further supported by both Deputes.  Unfortunately, many of our pupils have not engaged with online learning during lockdown. On average the school sees a weekly uptake of 25%. Conversely, our Learning Packs had over 60% uptake for collection. |

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| **Response to Covid 19 Lockdown closure – March 2020 – June 2020** |
| * In preparation for expected school closures, learning packs were produced prior to closure by all staff to support learning across all levels, these were distributed to pupils on last day within establishment. * In preparation for expected closure all teaching staff attended in-house training for set-up and engagement via Microsoft Teams. This enabled All Saints to make online learning available from first day of closure. * Head Teacher delivered staff wellbeing presentation and produced staff wellbeing materials to support emotional, social and mental health in preparation for closure. * 39% of staff volunteered to support Childcare Hub. * 85% of Support Staff completed online training to support learners on return to full-time education. * 3 members of teaching staff who are shielding developed progressive planners to support teaching and learning of School based Values, Science and Religious Education. * All teaching staff engaged daily with their own class pupils, and supported colleagues classes when sick/on hub duty etc, via Microsoft Teams. * SLT made weekly wellbeing calls to CP and vulnerable families. * SLT made monthly wellbeing calls to all families. * SLT tracked online pupil engagement and this informed necessity for further learning packs. * Learning Packs, stationery sets, support materials delivered as appropriate. * Nurture teacher provided daily Health and Wellbeing resources, support, guidance and advice to all families. * Senior CLD worker has supported families with range of activities including; Mindfulness, Wellbeing talks, Family Learning, Games and Activities to support positive interactions and family talk, Virtual Walking Group, Foodbank, benefits, etc advice * Our Barnado’s family support worker has worked in partnership with Virtual Hive and CLD to support most vulnerable families. * Digital technology sourced for those most in need. * Families offered virtual training to support online engagement. |

**AUTUMN TERM RECOVERY PLAN**

**PRIORITY 1: PLANNING FOR SOCIAL DISTANCING/HEALTH AND SAFETY**

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| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | **Resources / CLPL** |
| **S** | **O** | **N** |
| 1. Risk assessments carried out and implemented to ensure the building is safe for all users. (This should also include personal risk assessments for those staff identified as experiencing health issues). |  |  |  | HT and all staff | June 2020 | Building Services  Health and Safety Team | Signage/  Cleaning materials |
| 1. Presentation to all staff to advise of building safety, risk assessments and measures put in place across school. |  |  |  | HT | June 2020 |  | Presentation |
| 1. Classes set up to adhere to current regulations. |  |  |  | SLT, Janitor, Class teachers, Support Staff | June 2020 |  |  |
| 1. Training of pupils to adapt to new procedures. |  |  |  | Class teachers | August 2020 |  |  |
| 1. Information shared with parents about new procedures. |  |  |  | HT | August 2020 |  |  |

**PRIORITY 2: PLANNING FOR HEALTH AND WELLBEING ON RETURN TO SCHOOL**

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| **Tasks / action** | **RAG of progress** | | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | | **Resources / CLPL** |
| **S** | **O** | **N** |  | |  |  |  | |
| 1. Review Individualised Risk Assessments in conjunction with Scottish Government advice and guidelines. |  |  |  | HT & all staff | | Aug 2020 | Building Services  Health and Safety Team | Risk Assessments | |
| 1. Curriculum planning to focus on Health & Wellbeing at the beginning of term. |  |  |  | SLT  Class teachers | | June/August 2020 | EPS  Attainment Challenge Team  Active Schools | Playback ICE  Place2Be  PET/Art Therapy | |
| 1. Regular wellbeing check-ins with staff to include staff offer of supervision. |  |  |  | SLT | | Ongoing |  | IEPS | |
| 1. Review principles of Nurture with all staff. |  |  |  | SLT | | August/Sept2020 | IEPS  Attainment Challenge Team  Nurture Implementation Group  ICOS  Barnardo’s |  | |
| 1. Liaison with other professionals to support pupils and staff who are experiencing bereavement, anxiety or trauma. |  |  |  | SLT | | Ongoing | IEPS  ICOS  Barnardo’s  ASN Social Work |  | |
| 1. Provide breakfast provision for all pupils |  |  |  | Support Staff | | August 2020 |  |  | |
| 1. Provide regular, active and meaningful outdoor learning |  |  |  | All staff | | Ongoing |  |  | |

**PRIORITY 3: PLANNING FOR EQUITY ISSUES/STRATEGIES FOR CLOSING THE GAP**

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| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | **Resources / CLPL** |
| **S** | **O** | **N** |
| 1. Complete Boxall profiling of all pupils to ascertain those most in need of emotional and social interventions. |  |  |  | SLT  Nurture Teacher | Aug/Sept. 2020 | Nurture CMO  IEPS | Whole school Boxall Profiling |
| 1. Conduct Tracking meetings with class teachers and SLT to plan and implement interventions to support those pupils not on track. |  |  |  | SLT  Class Teachers  Attainment Advisor | Sept. 2020 |  |  |
| 1. Additional support to be targeted towards pupils who have not been engaging in learning at home. |  |  |  | SLT  Class teachers/Support for Learning staff | Ongoing |  | Baseline assessment |
| 1. Liaise with the local authority and other agencies to improve IT access for disadvantaged pupils. |  |  |  | SLT | August 2020 | Education HQ  Barnardo’s  Social Work |  |
| 1. Family Hub to support parents to engage with online learning – workshops etc. |  |  |  | SLT  Senior CLD  Class Teachers | Ongoing |  |  |

**PRIORITY 4: PLANNING FOR CONTINUITY OF LEARNING**

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| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | **Resources / CLPL** |
| **S** | **O** | **N** |
| 1. Collaboration among staff to plan for blended learning. |  |  |  | Class teachers | June/August 2020 | Attainment Challenge Team | Access to IT |
| 1. Support provided for parents who have struggled with home learning. |  |  |  | Senior CLD | Ongoing | Barnardo’s |  |
| 1. Training for staff re the use of Clickview to support home learning. |  |  |  | SLT | August/  September 2020 | Attainment Challenge Team |  |
| 1. Training for staff re differentiation. |  |  |  | SLT | August/  September 2020 | Attainment Challenge Team |  |
| 1. Training for staff re planning for outdoor learning. |  |  |  | SLT | August/  September 2020 | Active Schools/All Saints Primary |  |

| **Proposed Spending of PEF 2010-2022**  **(Details of what you are doing and who you are targeting with additional intervention)** | **Timescale** | **Details of spend** | **How you will evidence improvement** |
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| Acting DHT appointed (enhanced from PT) for the identification and assessment of vulnerable pupils, accessing appropriate resources, target setting, training support staff and monitoring the impact of interventions. | August 2020-  June 2021 | £10,000.00 | * Professional dialogue with teachers and other adults providing support * Direct observation of pupils during class visits * Reviewing children’s work * Standardised assessments * Individual targets * Progress of targeted children through curriculum pathways and individual programmes * Progress of targeted children in meeting expected CFE levels * Overall school attainment in comparison to targeted groups (closing the gap) * Feedback from pupils about their learning * Attendance figures, particularly among targeted groups. |
| Class teacher appointed to support planning for, and delivery of, interventions to support raising attainment in literacy and numeracy. Also to release class teachers to work with SLT and Attainment Advisor to analyse data to inform interventions and impact. | August 2020-  June 2021 | £44,109.00 |
| ASN x 12 hours to provide support for pupil at First Level with particular anxieties and emotional distress. (Also ASD diagnosis) | August 2020-  June 2021 | £6260.02 |
| Whole school training on Visible Learning – focus on upskilling teachers to be able to provide high quality teaching for all children, including the targeted children. | August 2020-  June 2021 | £6,179.00 |
| Additional ASN hours to support Early Level | August 2020-  June 2021 | £5,000.00 |
| Novel Studies to enhance literacy attainment across all levels. | August 2020-  June 2021 | £5,000.00 |
| Senior CLD worker appointed to identify and engage with vulnerable families, access appropriate resources, plan and operate support groups and provide personalised support (including family learning), increase and enhance opportunities for parental engagement, improve pupil attendance through parental support and engagement, enhance transitions, training and supporting staff to enhance parental relationships and monitor impact of interventions | August 2020-  June 2021 | £40,768.00 |
| Magic Carpet Resource to support CLB pupils digital literacy. |  | £10,000.00 |
| Art/Pet Therapy to support learners’ social, emotional wellbeing. |  | £10,000.00 |
| 0.2 FTE Nurture Teacher to support social, emotional and mental wellbeing of learners across all levels. | August 2020-  June 2021 | TBC |
|  |  | **Total spend**  **£148449.02** |