

Education – Improvement Planning Document

Establishment Name:

St. Francis Primary School

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Signatures:

Head of Establishment	Jane Stinson	Date	June 2021
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Quality Improvement Officer	Sabrina McCready	Date	June 2021
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Our Vision, Values and Aims

Our vision is to create a culture of successful learning and continued faith development, in which everyone is included and know they are a valued part of the St. Francis' Family. All members of our school community will actively promote living the Gospel values, to foster an ethos of tolerance and respect.

Through planning high quality teaching and learning opportunities, our children will be encouraged to develop a positive attitude to learning and a willingness to face new challenges, enabling them to achieve and succeed. Partnership working enhances our aim to enable our children to develop skills for learning, life and work and share those skills and knowledge positively, as active members of their local community, now and in the future.

Our Values; *HONESTY RESPECT KINDNESS TOLERANCE FORGIVENESS PEACE JUSTICE PERSEVERANCE*

We aim to:

- provide high quality teaching and learning opportunities to meet the needs of every child, enabling them to develop individual talents and independent learning skills which can be built upon and applied to future learning situations
- encourage the children to achieve their potential by being positive and enthusiastic about their school, their learning and themselves, using praise and motivation and celebrating effort and success
- provide an inclusive, nurturing environment in which the children can develop intellectually, physically, socially, morally and spiritually so that they may play a valuable and responsible part in their school, their families and the community in which they live
- work in partnership with parents, other educational establishments and community groups whilst promoting positive links with local business as an important part of the learning process
- make effective use of resources and encourage all staff to develop their talents and interests for their own benefit and the good of the school
- promote a positive climate for self-evaluation to support school improvement

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2021-2022

Session 2022-2023

Session 2023-2024

Overview of rolling three year plan

National Priorities	Session 2021/22	Session 2022/23	Session 2023/24
<p>Improvements in attainment, particularly in literacy and numeracy</p>	<ul style="list-style-type: none"> • Develop Planning for Assessment across all stages. • Re-focus on writing skills. • Renewed focus on reading for pleasure. • Use of Numeracy Blueprint boards across P3-P7. • Increase staff and children’s digital literacy skills. • Further, develop Play Pedagogy in Early Years and introduce into Primary 1. • Moderation Plan as per – LA priority and cluster plan. • Feedback – consistent approach throughout the school. • Pilot the use of on line Learning journals in the Nursery Classes and link with, “Planning in the moment.” (For small group of children) • Use of Leuven Scale to measure engagement in nursery classes. 	<ul style="list-style-type: none"> • Develop the library to facilitate the focus on reading for pleasure. • Continued use of Numeracy Blueprint boards across P3-P7. • Further, develop Play Pedagogy in Primary 1 and Early Years. • Moderation Plan as per – LA priority and cluster plan • Continue to increase children’s digital literacy skills. • Feedback – consistent approach throughout the school – evaluate. • Continue to develop and evaluate the use of on line Learning journals in the Nursery Classes and link with, “Planning in the moment.” • Embed use of Leuven Scale in nursery classes as every day practice. 	<ul style="list-style-type: none"> • Introduce Play Pedagogy into Primary 2 • Moderation Plan as per – LA priority and cluster plan • Continue to develop the library to facilitate the focus on reading for pleasure. • Feedback – consistent approach throughout the school - evaluate • Continue to develop and evaluate the use of on line Learning journals in the Nursery Classes and link with, “Planning in the moment.”

<p>Closing the attainment gap between the most and least disadvantaged children</p>	<ul style="list-style-type: none"> • Attainment Challenge School Support to close the poverty related attainment gap for school and nursery. • Utilise Recovery and PEF Teachers for target support. • PSA to support identified children to help close the poverty attainment gap. • Utilise West Partnership Self-evaluation Tool to drive forward stronger parental engagement and involvement in the school and nursery classes. • Appointment of EYECO to develop Play pedagogy in Primary 1. 	<ul style="list-style-type: none"> • Attainment Challenge School Support to close the poverty related attainment gap for school and nursery. • Utilise West Partnership Self-evaluation Tool to drive forward stronger parental engagement and involvement in the school and nursery classes. 	<ul style="list-style-type: none"> • Attainment Challenge School Support to close the poverty related attainment gap for school and nursery. • Utilise West Partnership Self-evaluation Tool to drive forward stronger parental engagement and involvement in the school and nursery classes.
<p>Improvement in children and young people's health and wellbeing</p>	<ul style="list-style-type: none"> • Developing in Faith – Celebrating and Worshipping. Laudato Si. • Appointment of H&WB Sports Coach. • Appointment of a Play Therapist. • Upskill staff on emotional literacy strategies to continue to help break down barriers to learning. • Complete Silver Award for RRS • Implement one Nurture Principle across the whole school. • Implement revised Anti-Bullying Policy. 	<ul style="list-style-type: none"> • Developing in Faith • H&WB Sports Coach • Implement one Nurture Principle across the whole school and nursery. • Continue to upskill staff on emotional literacy strategies to continue to help break down barriers to learning • Continue to implement and evaluate revised Anti-Bullying Policy. • Continue to develop outdoor environment for 3-5's. • Evaluate implementation of PATH'S in both nursery rooms. 	<ul style="list-style-type: none"> • Developing in Faith • Implement one Nurture Principle across the whole school. • Continue to upskill staff on emotional literacy strategies to help break down barriers to learning. • Embed PATH'S in both nursery rooms.

	<ul style="list-style-type: none"> • Develop outdoor environment for 3-5's. • Further implementation of PATH'S in both nursery rooms. 		
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • Increase children's digital literacy skills. • Register for Digital School's Award. • Work together with the cluster on Stem project. • Develop children's leadership skills throughout the school. • Developing Inverclyde's Young Workforce - World of Work Week. 	<ul style="list-style-type: none"> • Increase children's digital literacy skills. • Work together with the cluster on Stem project. • Develop children's leadership skills. • Developing Inverclyde's Young Workforce. 	<ul style="list-style-type: none"> • Increase children's digital literacy skills. • Work together with the cluster on Stem project. • Develop children's leadership skills. • Developing Inverclyde's Young Workforce.

Pupil Equity Fund –Session 2021-2022

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

The current school role of St. Francis Primary is 220, with 178 children (81%) in SIMD 1 and 2, and 44% pupils in receipt of free school meals.

RATIONALE

Our rationale for proposals is to continue to develop approaches to raise attainment and reduce the poverty related attainment gap. Gaps identified relate to poor vocabulary, especially at the Early level, comprehension, writing and mental agility. There are circumstances around mental health for pupils relating to poor social skills and building relationships, as well as more significant trauma that some children have experienced through family circumstances. These would be targeted through Nurture Class support, playground support and a Play Therapist.

New resources in numeracy, a focus on reading for pleasure and writing and ensuring appropriate resources are available will enhance and motivate pupils to fully engage in their learning. A renewed focus in Play Pedagogy in the nursery classes, and the introduction of Play Pedagogy in Primary 1 will help to facilitate a smooth transition for all. The gaps identified will be targeted by improving the quality of learning and teaching through effective staff CPD, robust interrogation of data, effective staff deployment and targeted support.

1. Interrogation of data validated the gaps we had identified in numeracy and literacy through a variety of assessments. This has been more evident at First level and especially pupils in SIMD 1+2 Bands. These gaps have been further exacerbated by two lockdowns.
2. Support from SAC Inverclyde will allow staff to further develop their skills and thus improve the quality of learning and teaching.
3. Monitoring of play areas during breaks, identified the need for support in the development of social skills, friendships and competition to create a more positive playground where children have resilience and ability to socialise with peers.
4. Monitoring the identification of more complex wellbeing issues for some children has created the need for more intense support especially for pupils in SIMD 1+2 Bands.
5. The appointment of an EYECO to support the introduction of Play Pedagogy into Primary 1 will be very beneficial in ensuring a smooth transition from nursery to Primary 1 and will enhance the engagement of the pupils.

Although achievement of a level has yet to be validated for session 2020-21, our in school data tells us the following about the achievement of a level at Primary 1, Primary 4 and Primary 7. This information has helped us to identify the areas that require interventions and support.

CfE Level	Subject	Number of pupils in class achieving expected Level	Percentage of pupils achieving expected Level
P1 - Early+	Listening and Talking	30	83.3%
	Reading	32	88.9%
	Writing	29	80.6%
	Numeracy	30	83.3%
P4 - Level1+	Listening and Talking	24	80.0%
	Reading	15	50.0%
	Writing	11	36.7%
	Numeracy	13	43.3%
P7 - Level 2+	Listening and Talking	20	66.7%
	Reading	16	53.3%
	Writing	11	36.7%
	Numeracy	10	33.3%

Based on teacher professional judgements in June 2021 and comparing results of pupils in SIMD Bands 1 & 2 with SIMD Bands 3-10, the following gaps were identified:

CfE Level	Subject	No of pupils in SIMD Bands 1 & 2 achieving expected Level	Percentage of pupils in SIMD Bands 1 & 2 achieving expected Level	No of pupils residing in SIMD Bands 3-10 achieving expected Level	Percentage of pupils residing in SIMD Bands 3-10 achieving expected Level	Attainment Gap
P1 - Early+	Listening and Talking	26	81.3%	3	100.0%	-18.8%
	Reading	28	87.5%	3	100.0%	-12.5%
	Writing	25	78.1%	3	100.0%	-21.9%
	Numeracy	26	81.3%	3	100.0%	-18.8%
P4 - Level1+	Listening and Talking	16	72.7%	8	100.0%	-27.3%
	Reading	11	50.0%	4	50.0%	0.0%
	Writing	7	31.8%	4	50.0%	-18.2%
	Numeracy	9	40.9%	4	50.0%	-9.1%
P7 - Level 2+	Listening and Talking	16	69.6%	4	57.1%	12.4%
	Reading	12	52.2%	4	57.1%	-5.0%
	Writing	9	39.1%	2	28.6%	10.6%
	Numeracy	7	30.4%	3	42.9%	-12.4%

Despite the challenges faced by two lockdowns, the children at these stages have continued to make some progress. Targeted interventions put in place following both lockdowns have been effective for the period of time allocated. However, on analysis of attainment data across all other stages of the school it is evident that some pupils have been more significantly affected and our PEF and Recovery interventions for Session 2021/2022 will address this. Attainment in reading and writing in Primary 2 and Primary 3 have been significantly affected. Numeracy in Primaries 4-7 have also been significantly affected. Target cohorts have been identified across these years groups through analysis of a range of data: SIMD, FME, CfE levels, attendance, teacher professional judgement and standardised assessments.

AIM AND EXPECTED IMPACT

The overall aim of the proposal is to improve the quality of learning and teaching, ensuring a positive impact on pupil progress across Literacy and Numeracy. There will be particular focus on Health and Wellbeing, ensuring that those most affected by ACES and other mental health issues linked to Lockdown are supported. Identifying barriers to learning will be carefully monitored and appropriate measures put in place.

There will be particular emphasis on pupils in SIMD Bands 1 & 2. This will help to reduce the poverty related attainment gap. There will be a particular focus on developing Play Pedagogy to aid transition and support core skills at the Early level.

As a focus school for the Scottish Attainment Challenge since 2015, we have already seen improvements through a variety of targeted interventions. Our aim is to continue to build on this through PEF.

We will continue to ensure that there are targeted interventions in Literacy, Numeracy and Health and Wellbeing through the use of staff funded by PEF.

ATTENDANCE – We continue to closely monitor attendance at St Francis. In the year 2020-2021 our attendance rate was 95%

Project / priority (details of what you are doing and who you are targeting with additional intervention) (OUTCOMES)	Timescale	Details of spend (INTERVENTIONS)	How you will evidence improvement (MEASURES)
<p>By June 2022, there will be an increase in attainment for those working below the expected levels in reading and writing at P.3 & P.4. (Prioritising children living in SIMD 1 & 2 and children receiving free school meals)</p> <p>P3 – Reading to at least 60% (from 29%) P3 – Writing to at least 40% (from 13%) P4 – Reading to at least 60% (from 43%) P4 – Writing to at least 55% (from 31%)</p>	<p>August 2021 - June 2022</p>	<p>0.3 FTE - £ 14,700 1. Teacher to support targeted interventions for most vulnerable pupils. 2. NL resources. 3. Education City on line.</p>	<p>1. Baseline assessments to identify pupil groups. 2. Targets set, monitored and evaluated every 4-6 weeks. 3. Learner feedback. 4. Attainment Data, TPJ's on pupil progress.</p>
<p>By June there will be an increase in attainment in numeracy for pupils in:</p> <p>P5 to at least 60% (from 43%) P6 to at least 60% (from 34%) P7 to at least 50% (from 20%)</p>	<p>October 2021 - June 2022</p>	<p>0.6 FTE - £ 24,693 1. Teacher to support targeted interventions for most vulnerable pupils. 2. Use of Blue Print boards. 3. Sumdog 4. Use of SEAL strategies</p>	<p>1 Baseline assessments to identify pupil groups. 2. Targets set, monitored and evaluated every 4-6 weeks. 3. Learner feedback. 4. Attainment Data, TPJ's on pupil progress.</p>
<p>Increase engagement for P6 and P7 target group for Literacy Toolbox from 2-4 on the Leuven Scale by end of May 2022.</p>	<p>August 2021 - June 2022</p>	<p>PSA – £15,174 (25 hrs post) 1. To support delivery of Literacy Toolbox for identified targeted pupils as per assessments carried out by class teacher.</p>	<p>1. Weekly tracking of assessment data for each child. 2. Leuven scale of engagement by PSA on a weekly basis when working with target groups.</p>
<p>By June 2022, a targeted group from P6 & P7 will show improved respect and tolerance during interval activities with H & W Coach.</p> <p>There will be a reduced number of referrals during intervals and all targeted children will settle more effectively to task after returning from interval times.</p>	<p>August 2021 - June 2022</p>	<p>£28,934 1. Health & Wellbeing Coach to support children during interval time.</p>	<p>1. Number of referrals will decrease. 2. Weekly feedback from pupils to establish their perception of how successful intervals are. 3. H & W Coach will create a rating scale to track the identified pupils. Weekly recording.</p>

<p>By June 2022, a targeted group from P7 will develop the skills of a Sports Leader with H & W Coach. They will take on increased responsibility roles to enhance their overall confidence. This will link directly to the Health and Wellbeing Framework, E&O <i>HWB 2-11a</i></p>	<p>August 2021 – June 2022</p>	<p>1. Health & Wellbeing Coach to work collaboratively with Active Schools. 2. Appointed Sports Leaders will help manage, implement and organise activities during intervals.</p>	<p>1. Baseline of Identified E&O <i>HWB 2-11a</i> 2. H & W Coach will record pupils' progression on a termly basis.</p>
<p>P6 and P7 will have access to after school football and athletics activities. Targeted groups will increase their fitness levels and team building skills.</p>	<p>August 2021 – June 2022</p>	<p>1. Health & Wellbeing Coach to run after school clubs.</p>	<p>1. Children's attendance at different after school clubs will increase from the start of the year to the end of the year. 2. Baseline fitness levels at start of block. Assess at end of block. 3. Identified groups of children will manage team activities more successfully during intervals when taking part in football.</p>
<p>To improve identified individual pupils' ability to manage their emotions and anxieties and continue to access their learning by June 2022.</p>	<p>August 2021 – June 2022</p>	<p>£19,500 (Based on two days per week throughout the year) 1. Bespoke youth play therapist to support children in developing skills, to effectively manage challenge and change, emotions, relationships, stress/anxieties and trauma to remove barriers to learning. 2. To support transition into secondary school.</p>	<p>1. Initial SDQ information based on referral. 2. Pre and post Leuven scale used as a run chart for period of time child is attending therapist. 3. Post SDQ information. 4. Parental feedback during Review meetings.</p>
<p>By June almost all children in the target group in Primary 5 will demonstrate improved results in SWST.</p>	<p>August 2021 – June 2022</p>	<p>£ 760.00 1. Subscription to Education City Year 2. This will be used in class and at home.</p>	<p>1. Start, middle and end of year SWST. 2. Evidence of spelling skills transferred to all writing tasks. 3. Monitor writing assessment jotter.</p>

Children in Primary 1 will settle more readily into school and be fully engaged in their learning through the introduction of Play pedagogy.	August 2021 - June 2022	£28,934 1. Full time EYECO to support and enhance the implementation of Play Pedagogy in Primary 1 and develop this across the Early stage. 2. EYECO will liaise closely with nursery staff and utilise resources to support Play Pedagogy.	1. Observations of groups of children, recording engagement in play activities. 2. Baseline assessments in literacy and numeracy. 3. End of block assessments in literacy and numeracy to measure attainment.
Increased access to WIFI throughout the school.	August 2021 - June 2022	£5000 1. WIFI upgrade	1. Pupils will have greater access to more efficient wifi using devices in school.
Contribution towards admin costs associated with PEF management	August 2021 - June 2022	£391.63	
Employee Insurance	August 2021 - June 2022	£300	
Our Total for the year is TOTAL £138,388.00			

The balance will be used to help fund Primary 6 and Primary 7 residential trips. It will also be used to upgrade the library and facilitate the Scottish Book Trust Reading School's Accreditation and to assist in managing the cost of the school day.

Our PEF is £99,241 with an additional 15% uplift and some carry forward from last session.

Spend available £ £161,855.00	PEF spend 2021/22 planned £138,388.00	Difference £23,467.00
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Plan –Session 2021-2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
<p>NIF Driver Assessment of children's progress Teacher professionalism Performance information</p>	<p>HGIOS?4 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 2.2 Curriculum 2.4 Personalised support</p>	<p>Other Drivers HGIOELC? 2.3 Learning, teaching and assessment 2.2 Curriculum Health and Social Care Standards 1.30, 1.31, 2.27 - Wellbeing RRS Article 28: (Right to education): Developing in Faith Celebrating and worshipping Laudato Si</p>

Expected outcomes for learners which are measurable or observable

- Attainment data shows improvement in literacy, numeracy.
- Pupils more engaged in their learning and more confident in discussing their successes and next steps in learning.
- High quality teaching & learning will be evident.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Develop Planning for Assessment across all stages.	Aug. 2021 – June 2022	SMT All teaching staff	Liaison with CMO Moderation activities with staff
1.2 Re-focus on writing skills.	Aug. 2021 – June 2022	Mrs. Jamieson(Literacy Co-ordinator) All teaching staff Support staff A.C. Coaching and modelling officers	Resources- North Lanarkshire writing resources. Inverclyde writing targets Consistency of writing activities across the school. Moderation of writing with staff.
1.3 Renewed focus on reading for pleasure.	Aug. 2021 – June 2022	All teaching staff Attainment Library staff Parents	Collegiate staff meetings CPD on setting up and running a library. Purchasing of new library books
1.4 Use of Numeracy Blueprint boards across P3-P7	Aug. 2021 – June 2022	All teaching staff CMO numeracy	Blueprint boards Collegiate staff meetings Liaison with CMO numeracy for staff who are moving to a different stage in the school.
1.5 Improvement in pupil and staff Digital Literacy skills	Aug. 2021 – June 2022	All teaching staff and support staff. CMO Digital Literacy Mrs. McDonald – ICT Co-ordinator Early Years Digital Champions	In-service training/CPD Collegiate planning/meetings Purchase of hardware to facilitate requirements of CfE.
1.6 Further develop Play Pedagogy in Early Years and introduce into Primary 1	Aug. 2021 – June 2022	SMT Recovery teacher Primary 1 teachers DHT Nursery Class	In-service training/CPD LA guidance Realising the Ambition: Being Me CfE

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		Senior Eyeco Nursery Class PEF – Eyeco	Collegiate meetings within school and nursery and with cluster schools. Education Scotland Play Pedagogy Toolkit. Purchasing of resources to facilitate play pedagogy.
1.7 Moderation and assessment Participate in LA moderation events. Collegiate working for tracking and monitoring of progress	Aug. 2021 – June 2022	All teaching staff Education Officer Cluster colleagues	Local Authority Moderation plan Moderation hub – Ed. Scotland Collegiate meetings
1.8 Feedback – consistent approach throughout the school.	Aug. 2021 – June 2022	All teaching staff	Collegiate meetings Visible Learning materials. Shirley Clarke
1.9 Pilot use of on-line Learning Journals in Nursery Classes and link with, “Planning in the moment.”	Aug. 2021 – June 2022	DHT Nursery Class Senior Eyeco Nursery Class Nursery staff	Digital hardware to support journals. Effective WiFi. Revisit in-service training for use of journals.
2.0 Use of Leuven Scale to measure engagement in nursery classes.	Sept. 2021 – June 2022	HT, DHT Nursery Class Senior Eyeco Nursery Class Nursery staff	Training for all nursery staff – Deirdre Grogan Strathclyde University Relevant paper work to support staff.

Evidence of Impact

- Assessment data will be more robust.
- Attainment data will show improvement in literacy areas of reading and writing.
- Attainment data will show improvement in mental agility in numeracy.
- Increased staff confidence in using data to inform planning and to identify target children through dialogue with SMT.
- Staff will have greater confidence in agreeing a standard through moderation activities.
- Through effective feedback children will have more confidence in identifying their next steps.
- Self-evaluation will lead to improvements.
- Learning & Teaching policies will be amended to reflect digital literacy and Play Pedagogy.
- Children will have more knowledge on how to present and display work through the development of digital literacy.
- Staff will have more confidence in their range of digital literacy skills with a focus on integrating this more readily into classroom learning and homework activities.
- Primary 1 children will settle more readily with a focus on play in their classroom environment.
- Parents of nursery children will have easy access on line and benefit from information shared through Learning Journals.

Priority 2 Closing the attainment gap between the most and least disadvantaged children

<p>NIF Driver Assessment of children's progress Teacher professionalism Performance information Parental Engagement</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 1.5 Management of resources to promote equity 2.5 Family Learning</p>	<p>Other Drivers HGIOELC? 2.4 Personalised support 2.2 Curriculum Health and Social Care Standards 2.27 - Wellbeing RRS Article 28: (Right to education): Article 23 (Children with disabilities): Developing in Faith Laudato Si Celebrating and worshipping</p>
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Expected outcomes for learners which are measurable or observable

- Develop consistent high quality teaching and learning focussing on raising attainment
- Increased attendance at school for children with FME, in SIMD 1 and 2 and LAC
- Increase in parental engagement for prioritised year groups.
- Children talking with confidence about their learning using learner dispositions.
- Identified groups of children will experience targeted support and data will show improvements.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Attainment Challenge School support to close the poverty related attainment gap.	Aug. 2021 – June 2022	SMT Recovery Associate HT A.C. team Nurture teacher CMO for literacy, numeracy, digital literacy.	Staff from Attainment Challenge. CPD on assessments to identify children requiring support. CPD for new Nurture Teacher. Ongoing assessments for literacy and numeracy.
1.2 Recovery/PEF teachers and ASN for targeted support.	Aug. 2021 – June 2022	Recovery and PEF teachers. ASN staff	SEAL Assessments N.L. Assessments LA Pathways –Literacy and Numeracy National Benchmarks SNSA feedback
1.3 Parental engagement opportunities	Aug. 2021 – June 2022	SMT, DHT Nursery Barnados Family Support Worker C.L.D. Worker Parent Council members	West Partnership self-evaluation tool. Team meetings to monitor progress of proposed interventions.
1.4 Appointment of Eyeco for Primary 1 to support in the introduction of Play Pedagogy.	Aug. 2021 – June 2022	SMT, DHT Nursery Eyeco.	Realising the Ambition. Local Authority CPD and LA staff to support introduction of Play Pedagogy. Education Scotland Toolkit for Play Pedagogy

Evidence of Impact

- SNSA data, school based data assists in clear identification of gaps where interventions are required to close the attainment gap.
- Improved interrogation of data to identify children at risk of falling behind – dialogue during Progress meetings.
- Assessment data will show increase in attainment in literacy and numeracy.
- Extra support from Recovery teachers will support more children in the recovery process and support their needs in numeracy and literacy.
- GIRFEC Action plans show achievement of personal smart targets and are review regularly to allow progression.
- Parents will have a renewed focus on ways to engage with their child at home to encourage and foster a positive attitude towards their learning.
- Focus on identified areas of parental involvement will support children at home.
- Play pedagogy will ensure a smooth transition between nursery and Primary 1.
- Children will be more settled especially in the initial weeks and months in Primary 1.
- The newly appointed Eyeco will support teachers in Primary 1 and help to upskill their knowledge of Play pedagogy.

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver Assessment of children's progress Parental engagement Teacher professionalism	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	Other Drivers HGIOELC? 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion Health and Social Care Standards 3.16 – Responsive care and support 2.8 – Compassion RRS Article 31 (Leisure, play and culture): Article 12 (Respect for the views of the child): Developing in Faith Laudato Si Celebrating and worshipping

Expected outcomes for learners which are measurable or observable

- Staff will have an increased knowledge of mental health, attachment and bereavement and how to support or access support for individuals.
- Children on appropriate GIRFEC Pathway and learning is planned and experienced appropriately.
- Improved pupil self-regulation.
- Increased engagement in learning.
- Increased attendance across the school (with a focus on SIMD 1 and 2)
- Increased positive engagement and enhanced playing experiences within the playground.
- Improved development of peer mediation.
- Pupils will understand the importance of Catholic Education and how it shapes their lives.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Developing in Faith – Celebrating and Worshipping. Laudato Si.	Aug. 2021 – June 2022	All staff Re Co-ordinator	Collegiate session Laudato Si resources Developing in Faith Document
1.2 Appointment of H&WB Sports Coach supports children in the playground, at Breakfast Club and PE Sessions. After school clubs.	Aug. 2021 – June 2022	SMT H&WB Sports Coach Active School's staff member.	Framework for PE Outdoor learning activities Collegiate meetings with class teachers. Co-ordination activities.
1.3 Appointment of a Play Therapist.	Aug. 2021 – June 2022	SMT Play Therapist All staff	Small nurture room CPD opportunities for staff.
1.4 Upskill staff on emotional literacy strategies to help break down barriers to learning	Aug. 2021 – June 2022	All staff CMO Psychological services Play therapist	Collegiate sessions PPB Policy Nurture, Bereavement Change and Loss, Trauma informed practice: Making the links between these approaches – Ed. Scotland
1.5 Complete Silver Award for RRS	Aug. 2021 – June 2022	Aileen Wilson RRS Co-ordinator All staff	RRS checklist Collegiate sessions on criteria for Silver Award
1.6 Implement one Nurture Principle across the whole school and nursery.	Sept 2021 onwards	Nurture Teacher CMO for nurture Working Party Group All staff	Nurture Toolkit Collegiate sessions CMO input
1.7 Implement revised anti-bullying policy	Oct. 2021 onwards	Head Teacher DHT	Collegiate session Revised Inverclyde Anti-bullying Policy

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		Anti-bullying pupil voice group All staff	
1.8 Develop outdoor environment for 3-5 year olds.	Sept 2021 – June 2022	DHT Nursery All nursery staff Partner agencies	Partner agencies Education Scotland Website Collegiate meetings with other nurseries.
1.9 Further implementation of PATHS in both nursery rooms.	Aug. 2021 – June 2022	All nursery staff Barnardo's staff	CPD training delivered by Barnardos Modelling and coaching in nursery rooms by Barnardos.

Evidence of Impact

- Staff more able to identify children's needs.
- Appropriate interventions are in place to remove barriers to learning leading to improved attainment.
- Children with high emotional needs are settled in school and are able to access the curriculum more readily.
- Staff more sensitive to pupil and colleague wellbeing.
- Children are forming positive relationships with peers.
- Children becoming more able to resolve conflict.
- Reduction in negative playground incidents.
- Increased wellbeing across wellbeing indicators (GIRFEC)
- Attendance data across the school (with a focus on SIMD 1 and 2)
- Reduction in the number of reported incidents of bullying.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Assessment of children's progress Teacher professionalism Parental engagement	HGIOS?4 2.6 Transitions 1.2 Leadership of learning 2.4 Personalised support 3.3 Increasing creativity and employability	Other Drivers HGIOELC? 1.2 Leadership of learning 3.3 Developing creativity and skills for life RRS Article 5 (Parental guidance): Article 29 (Goals of education): Developing in Faith Laudato Si Celebrating and worshipping

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • All children will develop their personal, interpersonal and enterprise skills. • Pupil engagement is increased. • Pupils more able to transfer skills across their learning. • Children are able to talk about their aspirations. • Increased opportunities for pupil presentations/assemblies on a variety of topics including DTYW. • Pupils have increased opportunities in decisions regarding school life and lead aspects within it.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Increase children’s digital literacy skills.	Aug 2021 onwards	All Staff CMO Digital Literacy	Teams/ Click View Flipped Learning CPD digital literacy/ hardware to support ICT activities.
1.2 STEM Cluster plan.	Aug. 2021 – June 2022	Cluster schools All staff Mrs Kelly to lead.	Stem lead in St Stephen’s High CPD - STEM
1.3 Familiarisation with ‘Developing the Young Workforce’ World of Work Week – children to choose a theme	May 2022	Variety of parents/partners from local community	Visitors from the community
1.3 Develop pupil leadership within the school – embracing pupil voice.	Aug 2021 onwards	CLD All staff Pupils	CLD courses for P 7 pupils. CPD for children on how to run effective groups. Creation of Pupil SIP

Evidence of Impact

- Photographs
- Pupils are able to use a variety of platforms/ digital programmes to facilitate their learning.
- Feedback from visitors to classes during World of Work Week
- Cluster feedback from staff and pupils involved in STEM projects.
- Pupil feedback
- Creation of Pupil SIP
- Increased ability to use more technology to show a variety of learning

