



Driving Equity and Excellence

Improvement Action Plans

Session 2021-22

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| School: | Mavisbank |
| Cluster: | Caldervale High School |

| Improvement Plan Summary | |
|---------------------------------|---|
| Cluster Priority: | To close the attainment gap between the most and least disadvantaged children, enhanced by self-evaluation of the collection and analysis of data to identify gaps and collaboratively plan early intervention. |
| School Priority 1: | To develop the use of the outdoors both at school and in the wider community to provide a wider context for learning. |
| School Priority 2: | To implement the health and wellbeing curriculum and monitor the impact through analysis of connecting steps data |
| School Priority 3: | To develop our understanding of ASD and use this knowledge to develop a curricular approach to meet the needs of this particular group of children and young people. |

Education and Families Priorities

- **Priority 1: Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.**

Improvement Actions

- Raising Attainment Strategy
 - There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
- Self- Evaluation Leading to Improvement
 - There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
- Review of Additional Support Needs
 - This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people

Improvement Actions

- SAC/ PEF Plan
 - There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
- Anti- Poverty Programmes
 - There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
- North Lanarkshire Innovation Hub
 - The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

Priority 3: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

Improvement Actions

- GIRFEC
 - There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
- 1140 ELC Expansion
 - The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
- Mental Health and Wellbeing
 - Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Improvement Actions

- Curricular Progression

- A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
- DYW Strategy
 - The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
- Digital Classroom
 - Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

Priority 5: Vulnerable Groups- Improved outcomes for vulnerable groups.

Improvement Actions

- Support for Families/ Young People at Risk
 - There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
- Care Experienced Young People
 - There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
- Support for Adults
 - There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for your plans.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our cluster/ school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?
 - School Leadership
 - Teacher Professionalism
 - Assessment of Children's Progress
 - Parental Engagement
 - School Improvement
 - Performance Information
- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

School Vision and Values

Our school vision ensures that each child/young person is a successful learner, confident individual, responsible citizen and effective contributor.

Our young people have enquiring minds and are innovative learners.

Our school community is valued at home, in school and in the local area.

All of our pupils have access to opportunities to participate in meaningful experiences.

All of our pupils will access positive and sustained post school destinations.

Embedded in everything we do is to encourage independence, communication and social skills.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement with parents/carers

We have engaged with families on line as much as possible but it has been a challenge this year due to COVID restrictions. There has been limited feedback but parents keen to explore wider community engagement as this is where they struggle themselves

Details of engagement with learners

Due to the level of need it is difficult to engage with learners around school improvement. We discuss the needs with staff who try to represent pupil views as much as possible. Parents also support this process as well.

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

| Education and Families Priorities | PEF Interventions | NIF Drivers | NIF Priorities |
|---|---|---|---|
| <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups | <ol style="list-style-type: none"> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact | <ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information | <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people's health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people |

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| <p><i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i></p> | Developing in Faith Themes | <p><i>All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i></p> <p><i>The articles can be found here.</i></p> | |
| | <ol style="list-style-type: none"> 1. Honouring Jesus Christ as the Way, the Truth and the Life | | |
| | <ol style="list-style-type: none"> 2. Developing as a community of faith and learning | | |
| | <ol style="list-style-type: none"> 3. Promoting Gospel Values | | |
| | <ol style="list-style-type: none"> 4. Celebrating and Worshiping | | |
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2021- 22 Cluster Improvement Plan

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| PROVEMENT PRIORITY: | To close the attainment gap between the most and least disadvantaged children, enhanced by self-evaluation of the collection and analysis of data to identify gaps and collaboratively plan early intervention. |
| Person(s) Responsible Who will be leading the improvement? | Cluster Chair, CIIL and HTs/HOC |

| NIF Priority | NIF Driver | Education and Families Priority | HGIOS 4 QIs | PEF Intervention | Developing in Faith | UNCRC Article(s) |
|--|-----------------------------------|--|---------------------------------|-----------------------------------|---------------------|---------------------------------|
| 2. Closing the attainment gap between the most and least disadvantaged children | 6. Performance Information | 2. Closing the attainment gap between the most and least disadvantaged children | 2.4 Personalised Support | 7. Using Evidence and Data | NA | Article 29 - goals of education |

| Outcome(s) / Expected Impact Detail targets, %, etc. | Tasks/ Interventions to achieve priority | Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints? | Progress Updates |
|--|---|--|---|------------------|
| <p>By June 2022, P7 children from the most disadvantaged backgrounds will experience increased levels of progress.</p> <p><i>Rationale: ACEL 2019 highlights a significant number of learners in cluster establishments who did not achieve First Level, specifically from SIMD 1&2. These learners will be in P7 as of August 2021, having gone through two significant lockdowns. A strengthened transition process will be required to support this cohort.</i></p> | <p><u>Intervention</u> Schools to identify P7 children from the most disadvantaged backgrounds who would benefit from working with a transition teacher. Data held at school level will also indicate specific areas for targeted support.</p> <p>Transition teacher, funded by Caldervale HS PEF, to provide targeted learning support to identified P7 children.</p> <p>Transition teacher to liaise with Caldervale PTs, including PEF PTs. Collaboration with Caldervale staff will enable robust planning to be put in place for P7 transitioning to S1 in August 2022.</p> | <p>Data held at school level will be used to identify children from the most disadvantaged backgrounds (e.g. SIMD, ACEL 2019, Progress & Achieve).</p> <p>Benchmark/diagnostic assessments to identify current working level and impact of intervention (e.g. YARC, MaLT).</p> | <p>August/September 2021: data analysis to identify learners who require support.</p> <p>September – December 2021: implementation of support, gathering data, collaboration with staff from Caldervale HS.</p> <p>Checkpoint 1 November 2021 January – April 2022: implementation of support, gathering data, collaboration with staff from Caldervale HS.</p> <p>Checkpoint 2 February 2022</p> | |

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| <p>By June 2022, learners from the most disadvantaged backgrounds will receive appropriate and timely support to close identified attainment gaps.</p> <p>Rationale: ACEL 2019 and cluster demographic data highlights a cluster trend of lower attainment for learners living in SIMD 1&2.</p> | <p>Identification of learners who would benefit from targeted support based on cluster and school level data, focus on P4 as the cluster cohort had a lower number achieving Early Level (June 2019). CIIL to liaise with establishments.</p> <p>Deployment of Cluster Support Teachers (CSTs) to provide targeted support.</p> <p>Collaboration on effective use and analysis of diagnostic assessments across the cluster.</p> <ul style="list-style-type: none"> • What is being used? (e.g. MaLT, YARC, Number Screening, SWST, SNSA) • How effectively is data used to inform planning? (e.g. SNSA – is data analysed to identify lower levels of attainment in relation to specific Es+Os and implement appropriate planning) • What is working well/not so well? • Do we need alternative diagnostic assessments (e.g. PUMA and PiRA)? <p>Learning, teaching and assessment partnerships will provide staff with a forum to develop a shared understanding of attainment across establishments, identify common barriers and plan appropriate support. Establishments to identify partner school(s) within the cluster.</p> <p>Collaboration with SAC teams, specifically for curricular areas where training and/or need for support has been identified.</p> | <p>Benchmarking/diagnostic assessment data to be used to identify gaps in learning and track the impact of support (pre and post intervention).</p> <p>Pre/post support quantitative data to form part of evaluation process.</p> <p>ss Qualitative data gathered on use of diagnostic assessments.</p> | <p>August 2021: identification of learners who require targeted support/deployment of support. (revisited on a termly basis to ensure equity is being provided). Any intervention/deployment of support will have pre/post support data collated and analysed.</p> <p>September 2021: Cluster level discussion regarding diagnostic assessments at HT Cluster meeting. Qualitative data gathered and analysed. Cluster level discussions throughout the year at HT Cluster meetings.</p> <p>September – May 2022: CIIL to support establishments with analysing data, where required.</p> <p>August – October 2021: Establishments to identify partner school(s) and plan a programme of collaboration.</p> <p>Throughout the year. CIIL to liaise with SAC teams, if required.</p> <p>Checkpoint 1 November 2021</p> <p>Checkpoint 2 February 2022</p> | |
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| <p>By June 2022, the most vulnerable families from Early Years establishments will have received personalised support to further enhance transition from Nursery to P1.</p> <p>Rationale: ACEL 2019 highlights significantly lower attainment at Early Level. A parental support group would act as an early intervention to promote the development of early skills to support the transition from Nursery to P1.</p> | <p>Establishments across the cluster to identify the most vulnerable families to receive targeted support.</p> <p>Targeted '<i>Family Support Group</i>' will be offered to a small number of pre-school year parents. The support will be based on identified needs after consultation with the families.</p> <p>The provision of support will come from partnerships and a multi-agency approach, including members of the Cluster Wellbeing Team.</p> | <p>Qualitative Data (Pre-support) to identify gaps in learning and appropriate intervention. Possible use of Outcome Star to gather data.</p> <p>Qualitative Data (Post-support) to identify the successes and areas for improvement as experienced by the service user (Parents).</p> | <p>September 2021: identification of possible families. Qualitative data gathered on needs.</p> <p>September/October 2021: Implementation of support, building relationships within the group.</p> <p>November/December 2021: Qualitative data gathered and analysed in relation to the impact/effectiveness of the support group.</p> <p>Checkpoint 1: November 2021</p> <p>February 2022: Targeted support for ante pre-school families.</p> <p>Checkpoint 2: February 2022 – identify actions to take forward with new group</p> | |
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Resources

Please include costs and, where relevant, state where cost is being met from.

1.0 FTE Transition Teacher £27,000.00 Cost met from Caldervale High School's PEF

CIIL (no cost)

Cluster Support Teacher (no cost)

Family Support Group – no additional costs as support can be met within Cluster Wellbeing Team. If further support is required, then part of the cluster budget could be used in line with procurement.

2021-22 School Improvement Priority 1

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| IMPROVEMENT PRIORITY 1: | To develop the use of the outdoors both at school and in the wider community to provide a wider context for learning. |
| Person(s) Responsible Who will be leading the improvement? | HT, DHT, Class Teacher with responsibility for outdoor learning |

| NIF Priority | NIF Driver | Education and Families Priority | HGIOS 4 QIs | PEF Intervention | Developing in Faith | UNCRC Article(s) |
|---|------------------------------|---|-----------------------------------|--|---------------------|---|
| 3. Improvement in children's and young people's health and wellbeing | 5. School Improvement | 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing | 3.2 Equality and Inclusion | 5. Promoting a high quality learning experience | Choose an item. | Article 23 - children with a disability |

| Outcome(s) / Expected Impact Detail targets, %, etc. | Tasks/ Interventions to achieve priority | Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints? | Progress Updates |
|---|---|--|--|------------------|
| <p>By June 2022 a catalogue will have been established detailing opportunities for community – based learning and how it can support the delivery of curricular programmes</p> <p><i>Rationale – Due to complexity of pupil need they are very limited I their opportunities for inclusion within the local and wider community. It will also help inform parents to support the wider family need</i></p> | <p>SWAT analysis to be carried out regarding community access and engagement in general</p> <p>Audit of what community access currently takes place and where</p> <p>Link with other ASN schools to draw together a possible bank of accessible venues and activities.</p> <p>Once catalogue has been drawn together link to other curricular pathways.</p> | <p>Completion of SWAT with actions linked</p> <p>Catalogue finalised</p> <p>Qualitative data relating to current community usage</p> | <p>By Oct SWAT analysis to be completed</p> <p>By Jan other ASN schools contacted and accessible venues identified</p> <p>By May catalogue completed</p> <p>By June links made within catalogue to curricular pathways and where the community engagement can support curriculum delivery.</p> | |
| By June 2022 all children will be able to access appropriate community-based experiences linked to curricular targets. | Staff will show evidence of community experiences in their planning | <p>Qualitative and quantitative data from Connecting Steps</p> <p>Details in class planning</p> | Throughout the year we will monitor which classes are able to | |

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| <p>Rationale – To extend the opportunities which add breath and context to their learning.</p> | <p>Evidence of impact of experiences will be recorded through Connecting Steps assessments</p> | | <p>access the community and when.</p> <p>By June we would aim for classes to be out on a timetabled basis</p> | |
| <p>By June 2022 Mavisbank will have a curricular framework in place to support the delivery of outdoor learning appropriate to the needs of our children and young people.</p> <p>Rationale – Movement around the school and access to a more physical curriculum is restricted due to space. By making use of the outdoors in a planned way we can help to address this</p> | <p>Teacher lead to develop outdoor learning activity bank.</p> <p>SWAT analysis to be carried out and where possible weaknesses addressed</p> <p>This will then be linked in to other curricular pathways</p> <p>Evidence of use of outdoors will be present in class planning.</p> <p>There will be physical evidence of the use of the outdoors</p> <p>Impact on attainment and achievement evident in Connecting Steps data.</p> | <p>Completion of bank of activities</p> <p>SWAT analysis completed and analysed</p> <p>Evidence of outdoor learning in the curricular pathways</p> <p>Connecting Steps data</p> <p>Self- evaluation in November to reflect on PEF spend linked to target and plan next steps</p> | <p>By Oct the SWAT analysis will be completed and shared</p> <p>By December the bank of activities will be in classes</p> <p>By May the links will be evident in planning and evidence in Evisense of how this is impacting on progress</p> | |
| <p>Resources</p> <p>Staffing - volunteers will require to be sourced either through parents or college and school links.</p> <p>Money for activities – this will be provided through school funds</p> <p>Transport – link with Jason at the garage</p> | | | | |

2021-22 School Improvement Priority 2

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| IMPROVEMENT PRIORITY 2: | To implement the health and wellbeing curriculum and monitor the impact through analysis of connecting steps data |
| Person(s) Responsible <small>Who will be leading the improvement?</small> | SMT and teaching staff |

| NIF Priority | NIF Driver | Education and Families Priority | HGIOS 4 QIs | PEF Intervention | Developing in Faith | UNCRC Article(s) |
|---|-----------------------------|---|------------------------|----------------------------------|---------------------|---------------------------------|
| 3. Improvement in children's and young people's health and wellbeing | 1. School Leadership | 5. Improved outcomes for vulnerable groups | 2.6 Transitions | 6. Differentiated Support | Choose an item. | Article 28 - right to education |

| Outcome(s) / Expected Impact <small>Detail targets, %, etc.</small> | Tasks/ Interventions to achieve priority | Measures <small>What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)</small> | Timescale <small>What are the key dates for implementation? When will outcomes be measured? Checkpoints?</small> | Progress Updates |
|---|--|--|---|------------------|
| <p>By June all teachers will have fully implemented the health and wellbeing curriculum in their planning</p> <p><i>Rationale – to provide clear evidence of coverage of this area of the curriculum across the year and allow time for monitoring of this.</i></p> | <p>Teachers to include the health and wellbeing e's and o's within their topic planners</p> <p>The interventions in the previous target will also impact on the implementation across the year.</p> | <p>SMT monitoring activity</p> <p>Assessment data and Evisense content will reflect activity linked to health and wellbeing</p> <p>Evaluative feedback from teachers regarding effectiveness of the curriculum</p> | <p>By October the first round of planning will include the new pathways</p> | |
| <p>By June all children will have health and wellbeing assessment completed in Connecting Steps</p> <p><i>Rationale – The assessment ids a progressive activity across the year and by monitoring throughout with an end of year summary we will be able to fully assess impact and identify areas for development</i></p> | <p>Teachers will upload assessments on Connecting Steps in line with Quality Assurance Calendar</p> <p>SMT to evaluate data termly to monitor coverage and progress</p> <p>Any gaps or areas to be addressed will be identified and issues resolved.</p> | <p>SMT monitoring activity in line with Quality Assurance Calendar</p> <p>Qualitative and quantitative data from Connecting Steps and Evisense</p> <p>Action plan with targets drawn up if there are areas to be addressed</p> | <p>Termly monitoring</p> <p>May for analysis of issues or gaps</p> | |

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| By June there will be evidence in Connecting Steps data of improved outcomes for children and young people in their health and wellbeing Rationale – end of year data will allow for robust assessment across the school and inform targeted planning requirements. | Data drops every term Also link with performance outcomes in the previous target | Qualitative and quantitative data relating to progress | Termly analysis in line with checkpoints | |
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Resources:

Staff time, outdoor resources to be funded from school budget, PEF and school fund

2021-22 School Improvement Priority 3

IMPROVEMENT PRIORITY 3: To develop our understanding of ASD and use this knowledge to develop a curricular approach to meet the needs of this particular group of children and young people.

Person(s) Responsible
Who will be leading the improvement? **SMT**

| NIF Priority | NIF Driver | Education and Families Priority | HGIOS 4 QIs | PEF Intervention | Developing in Faith | UNCRC Article(s) |
|---|-----------------------------------|---|--|--|---------------------|---|
| 3. Improvement in children's and young people's health and wellbeing | 2. Teacher Professionalism | 5. Improved outcomes for vulnerable groups | 2.3 Learning, Teaching and Assessment | 5. Promoting a high quality learning experience | Choose an item. | Article 23 - children with a disability |

| Outcome(s) / Expected Impact Detail targets, %, etc. | Tasks/ Interventions to achieve priority | Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints? | Progress Updates/Evidence |
|--|---|---|--|---------------------------|
| By June all staff will have received training in ASD and feel confident to effectively support this group of children and young people | Carry out audit to ascertain staff knowledge and confidence Arrange whole school training in ASD through | Training evaluations and follow up self evaluation and reflection sessions Teacher feedback Lesson observations | Impact of training will be analysed across the year Twice yearly observations | |

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| <p>Rationale – A changing population of pupils is presenting new challenges so giving a focus to this area will allow us to plan more effectively for a broader range of needs. This in turn will see better outcomes for the pupils</p> | <p>psychological services or Jim Taylor</p> <p>Follow up training with support and development sessions around key issues that may arise from training</p> <p>Audit staff again towards the end of the year to see if knowledge level and confidence has increased.</p> | <p>Pupil progress reported through Evisense and Connecting Steps</p> | <p>November checkpoint will record feedback from staff on effectiveness of initial implementation of strategies.</p> | |
| <p>By June staff will have implemented strategies and approaches to curriculum delivery to support this particular group of children.</p> <p>Rationale – across the year we will work together to identify changes we want to implement to pedagogy and curriculum content. This process would be subject to ongoing discussions about individual pupils or groups</p> | <p>Support and development meetings with staff to explore approaches in class to support this group of children</p> <p>Lesson observations to look at the impact of strategy implementation</p> <p>Staff to visit other provisions with autism specific approaches as part of their CPD</p> <p>Link with SALT and OT to facilitate the communication and sensory aspects of the programmes</p> <p>Self evaluation exercise for class teams to reflect on the impact of changing approaches or pedagogy</p> | <p>Qualitative data or feedback from discussions</p> <p>Qualitative data from lesson observations and feedback discussions with staff</p> <p>Self evaluation information</p> <p>Team discussions and assessments to identify communication needs and sensory profiles</p> | <p>November - support and development meetings</p> <p>Feedback from staff throughout the year from visits</p> <p>May – end of year self evaluation to discuss impact of training and implementation</p> | |
| <p>By June there will be clear evidence in data that approaches are supporting increased attainment.</p> <p>Rationale – Annual data for internal use and ACEL will reflect effectiveness of changes / approach</p> | <p>Analysis of connecting steps data and class based work</p> | <p>Quantitative data from Connecting Steps and ACEL</p> | <p>Data pulls are timed to coincide with the checkpoints and will be reflected in the feedback there.</p> | |

Resources:

Money for training and resources
Staff time and cover requirements

**NAME OF ESTABLISHMENT: Mavisbank
SAC/PEF ALLOCATION (FTE or resource):**

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
SAC/ PEF RESOURCE SPEND**



SAC/ PEF PLAN 2021-22

RATIONALE FOR PEF PLAN

Please provide below detail around your rationale for the SAC plan.
Consider the following: attainment, attendance, exclusion, participation, engagement.
Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people.

The PEF is used to purchase providers in the school to support the developments set down in the SIP. The pupils have significantly reduced opportunities to access the activities that their mainstream peers can due to their complex needs. This constitutes a poverty of access and experience within the curriculum. The activities detailed below are targeted to address some of this within the context of the SIP.

| Costings (FTE or resource) | Focus area - Intervention | Intended Outcome | Evidence |
|--------------------------------------|----------------------------------|--|--|
| Independance £150 per day | Health and Wellbeing | To deliver a programme which provides opportunity for physical movement | Please indicate what evidence you are going to collect to show impact and progression (e.g YARC / MALT assessment etc) Feedback from pupils through video, photographs and staff observations Reporting format Evisense capture progress through linked assessment and photographs |
| ClownDoctors £230 per day | Health and Wellbeing | To provide opportunities to increase mental wellbeing | |
| MonkeyDrama £180 per day | Health and Wellbeing | To deliver a programme which provides pupils with opportunities to explore a variety of contexts to develop their learning in differing outdoor and community settings | |