



Driving Equity and Excellence

Improvement Action Plans

Session 2022-23

School:	Braidhurst HS
Cluster:	Braidhurst

Improvement Plan Summary	
Cluster Priority:	Embed the empowering cluster model to ensure a consistent approach to integrative practice, assessment and planning for children, young people and families who require additional and intensive supports within the Braidhurst cluster.
School Priority 1:	Raising Attainment <ul style="list-style-type: none"> • Literacy & Numeracy (S4) • 1+ / 3+ / 5+ National Courses (S5)
School Priority 2:	Health & Wellbeing <ul style="list-style-type: none"> • Attendance • Exclusions

Education and Families Priorities

1	2	3	4	5
<p>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</p>	<p>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</p>	<p>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</p>	<p>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>Vulnerable Groups- Improved outcomes for vulnerable groups.</p>
<p>Improvement Actions</p> <ul style="list-style-type: none"> • Raising Attainment Strategy <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • SAC/ PEF Plan <ul style="list-style-type: none"> ◦ 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 and Improvement Hub <ul style="list-style-type: none"> ◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • GIRFEC <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • 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. • DWY 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. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • 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.

School Vision and Values

<p>Supporting Aspiration, Achieving Excellence</p> <p>Trust – Empathy – Integrity - Respect – Courage</p>

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 (pupils, parents/carers, partners)

Opinions and views of parents are sought at strategic times throughout the session. The School Improvement Plan and Report are discussed at Parent Group meetings. Pupil voice is becoming more embedded in the learning and monitoring processes adopted by departments, which in turn feeds into the school self-evaluation process and ongoing improvement agenda. The views of pupils and groups who are the recipients of targeted interventions are gathered and fed back into the system of self-evaluation. There is a clear desire to continue to reflect upon and improve the systems that the school employs to gather views from all stakeholders.

2022-23 Improvement Plan

Cluster Priority : Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Improved assessment and planning for all children and young people identified within the Braidhurst Cluster who require additional/intensive supports in health and wellbeing by May 2023.
Person(s) Responsible Who will be leading the improvement?	Donna McCann (CIIL) and Angela Cusick(Cluster Chair)

(Please insert the relevant information below using the codes above)	
NIF Priority: 3. Improvement in children's and young people's health and wellbeing 5. Improvement in attainment, particularly in literacy	NIF Driver: 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in attainment, particularly in literacy and numeracy.
NLC Priority: 1. Improvement in attainment, particularly literacy 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. Improved outcomes for vulnerable groups	QI: 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising Attainment and Achievement
PEF Intervention: 1. Promoting a high quality learning experience 2. Differentiated support 3. Using evidence and data 4. Engaging beyond the school 5. Partnership working 6. Professional learning and leadership 7. Using evidence and data 10. Engaging beyond the school	Developing in Faith/UNCRC:

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
 The central objective is to ensure a consistent and timely response to assessment and planning supports for children, young people and families who require additional or intensive support for health and wellbeing through integrative practice, family support and the third sector. Research has shown a direct correlation between poverty and mental health. 82% of children within the Braidhurst cluster reside in SIMD 1 and 2. Assessment and moderation in writing has been identified as a cluster improvement through analysis of ACEL attainment data.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**

Family engagement worker, Cluster Support Teachers, Wellbeing base, £20,000 of funding received from the CMHWF, distributed between the third sector to provide supports in Physical health, mindfulness, peer mentoring for sustainability and supporting families in early years impacted by poverty through One Parent Family Scotland. CILL to support with GIRFEC refresh and Empowering Cluster approach to assessment and planning and implementation of wellbeing app. Cluster Learning Network.

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1</u>	<u>EVALUATION CHECKPOINT 2</u>
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
By February 2023 children, young people and families within the Braidhurst and Dalziel High School cluster will have access to additional mental health and wellbeing supports within six weeks of need being identified.	A wellbeing meeting will take place to assess and plan appropriate supports for children and young people who require additional support for mental health and wellbeing. Family engagement worker will be deployed within 2 weeks of a wellbeing meeting taking place were deemed appropriate. The new process map developed collaboratively with SW CAMHS and GP services will be implemented to refer CYP for access to support from the family engagement worker from other agencies.	Quantitative data Baseline data will be gathered through RFA received from all agencies. Calculate the percentage of requests for assistance received by each agency Count if a wellbeing meeting has been held Calculate number of requests for assistance received are appropriate for additional supports.	Donna McCann – October 22	Donna McCann Feb 23
Almost all children receiving support in the Braidhurst Cluster from the family engagement worker will increase wellbeing by 2 points in any area of the Outcome Star Journey of Change scale by March 2022	A consistent approach to outcome measures across the cluster for interventions at additional level	Quantitative data Pre and post measurement scale after each session to evaluate immediate impact Teacher Evaluation Qualitative data Professional dialogue with the team around the child to capture observed positive changes in the following areas Physical Health, confidence and self esteem, friendships, relationships, feelings and behaviours, education and	Donna McCann Oct 22	Donna McCann Feb 23

		learning, wider achievement and environmental factors.		
Introduce Outcome Star as a collaborative tool, across all sectors, with identified children, young people and their families requiring support at additional level, to both plan interventions and measure the success by March 2023	Outcome star will provide an effective action planning tool which will provide baseline data to measure outcomes. Outcome star will empower CYP to set meaningful targets to improve outcomes. This will provide a holistic and consistent approach measuring outcome improvements across the cluster.	Quantitative data Generated through the on-line star system from colleagues across the cluster. This can be used to evidence improved outcomes in the Journey of Change. Develop good practice, highlight emerging trends and inform cluster improvements and supports for health and wellbeing.	Donna McCann Oct 22	Donna McCann Dec 22
All establishments within the Braidhurst cluster will use the wellbeing app as a planning tool for CYP who require additional or intensive level supports by December 2002	Robust assessment and planning for CYP across the cluster	Quantitative data Number of plans on wellbeing app Qualitative data Improved assessment/ planning and integrative practice Pupil/Parent voice is evident in planning	Donna McCann Oct 22	Donna McCann Dec 22
By June 2023 additional supports from the third sector will be available for 20 families from One Parent Family Scotland. 65 CYP from Social Track 15 primary pupils for targeted mindfulness interventions and a mindfulness peer education programme between secondary and primary schools.	Implement a referral system for CYP across the Braidhurst to receive supports from third sector through the community mental health and wellbeing fund to provide support. This will improve outcomes and support the wellbeing of children and young people by offering the right help at the right time from the right people.	Qualitative data A parent, pupil and staff survey was carried out to support the co-production of the services commissioned. This is to ensure we are working in collaboration with children and young people to develop a service that meets the needs identified by them. Key themes identified across the cluster are activities that lower anxiety 98%	Donna McCann Sept 22	Donna McCann Dec 22

		Physical Health 57% Impact measures Outcome Star Pre and Post evaluations Focus groups		
By May 2023 cross cluster assessment and moderation activities will be implemented to provide a shared understanding of all levels across the BGE in writing to support robust teacher judgement data.	Cross cluster assessment and moderation calendar with identified activities and shared pieces of work throughout session 2022-23	<p>Quantitative data</p> <p>An increase in attainment throughout the working levels in P4 and P7</p> <p>Pre and Post questionnaires measuring teacher confidence after each session</p> <p>Qualitative data</p> <p>Teacher discussions with colleagues in relation to constructive feedback and understanding the standard/Benchmarks for each level.</p> <p>Improving Teacher professional Judgement which in turn will lead to more robust/confident ACEL data over time.</p>	Ongoing	Ongoing
Final evaluation:				

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Attainment: Achieved by June 2023 <ul style="list-style-type: none"> S4 Literacy SCQF 4 - 92% of pupils / SCQF 5 - 70% S4 Numeracy SCQF 4 - 87% of pupils / SCQF 5 - 54 % S5 NQ Course 1+ Higher 50% / 3+ Higher 30% / 5+ Higher 7%
Person(s) Responsible Who will be leading the improvement?	PT Maths (Ryan Mearns), PT English (Leigh Paterson), DHT PEF (Jen Hunter), Mark Conboy (DHT S5/6)

(Please insert the relevant information below using the codes above)

NIF Priority: 5. Closing the attainment gap between the most and least disadvantaged children and young people 6. Improvement in attainment, particularly in literacy and numeracy.	NIF Driver: 1. Curriculum and Assessment 2. School and ELC Improvement 3. Performance Information
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NLC Priority: Attainment & Achievement	QI: 3.2 Raising attainment and achievement
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PEF Intervention:	Developing in Faith/UNCRC: Article 29 1 Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential
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If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
 ACEL Data at the point of exit for S3 in 2022 showed a significant drop in all measures for literacy from 2019 levels (L&T -20% to 70.8%, Reading - 23.6% to 68.9%, Writing - 21.1% to 68.%) and Numeracy -30.4% to 61.3%. When projected forward for these pupils in S4 (2022-2023) it highlights significant concerns regarding how they will achieve against the measure for SCQF 4 & 5 in Literacy and Numeracy. Gaps from lost learning in the BGE will have an impact upon this attainment measure. The school is also still below the vitua comparator in these measures in S4, justifying this as a key priority to address.

The initial NLC analysis of the 2022 SQA data indicated that in 9 of the 11 measures (5+ at N3, N4, N5, H etc), Braidhurst had improved from the corresponding performance in 2019. One measure was a drop in 1+ Advanced Highers which accounted for a very small number of candidates. The other significant measure where the school had underperformed was in the percentage of pupils who had achieved at least 5+ Nat 5 qualifications. A drop small from 2019 down to 29.6%. Projecting forward this would indicate a risk for those pupils now in S5 achieving the 1+, 3+ and 5+ Higher measure. Tracking the previous S5 cohort against these measures was a priority in 2021-22 with progress being made although despite these improvements the school was still at bottom of the performance table when compared to other schools. The relative lower position compared to other measures would indicate that despite the progress this is something to be taken forward again, particularly considering the new S5 cohort and the lower attainment at N5 this year.

Both these issues were recognised and agreed as relevant to focus upon in the SIP 2022-23 at the NLC Attainment Review on the 2nd March 2022.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
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What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
<p>S4 Literacy 92% of S4 pupils to achieve SCQF Level 4 in Literacy by the end June 2023. Target group of 18 pupils identified.</p> <p>70% of S4 pupils to achieve SCQF Level 5 in Literacy by the end June 2023. Target group of 39 pupils identified.</p> <p>S4 Numeracy 87% of pupils of S4 pupils to achieve SCQF Level 4 in Numeracy by the end of June 2023. Target group of 20 pupils identified.</p> <p>54 % of S4 pupils to achieve SCQF Level 5 in Numeracy by the end of June 2023. Target group of 24 pupils identified.</p>	<p>Departmental tracking to review progress with interventions twice per term.</p> <p>Specific feedback on topics where individual pupils are underperforming to be made available to pupils.</p> <p>Learner conversation with target setting.</p> <p>Parental support available to target groups.</p> <p>Specific gaps in learning from the BGE that affect progress in NQ courses to be revised.</p> <p>Record of specific interventions / revision as requested by pupils</p> <p>Tracking and monitoring processes reviewed and updated in line with HT review August 2022</p> <p>Numeracy</p> <p>Departmental tracking to review progress with interventions twice per term.</p> <p>Online resources available for revision.</p> <p>Specific feedback on topics where individual pupils are underperforming to be made available to pupils. Video and tutorial materials specific to these topics to be easily accessible to pupils and parents.</p>	<p>Departmental tracking of progress. % of pupils on track reviewed by department and DHT after each reporting period.</p> <ul style="list-style-type: none"> • October • December • February <p>Record of interventions with any likely change in level actioned by PT Pupil Support / DHT.</p> <p>HT / DHT / Faculty Head Review Meetings to discuss projected attainment and required additional interventions.</p>		

	<p>Practitioner enquiry into pupil learning, comprehension and effective revision to be conducted - Maths Dept (Year 1 of 2)</p> <p>Tracking and monitoring processes reviewed and updated in line with HT review August 2022</p>			
<p>All of the identified 31 pupils in S5 coursed to attain 1+ Higher achieve this in the 2023 exam diet</p> <p>All of the identified 20 pupils in S5 coursed to attain at least 3+ Highers achieve this in the 2023 exam diet</p> <p>All of the identified 14 pupils in S5 coursed to attain 5+ Highers achieve this in the 2023 exam diet</p>	<p>Post results re-coursing advice to include data driven consideration of prior attainment and likely % success in S5 course choices.</p> <p>Consistent tracking across all departments with processes to identify early concerns on performance.</p> <p>Interventions to be subject and teacher led with learner conversations the key aspects of this.</p> <p>A review of Faculty processes for Monitoring and Tracking conducted by HT. Key elements to include:</p> <ul style="list-style-type: none"> • Early warning data on performance • Interventions • Tracking pupil learning through the course eg relative success in answering question with different command word. <p>Summary of review presented to all staff. Record of tracking coverage.</p> <p>DHT / School tracking overview of the levels pupils are courses at to indicate % of pupils on track to pass at 1+, 3+ and 5+ at Higher.</p> <p>Departmental Enquiry to focus upon:</p> <ul style="list-style-type: none"> • Range of teaching pedagogy • Methods of assessment • Effectiveness of pupil voice in learning 	<p>Exact names of pupils coursed for 1+, 3+ and 5+ identified in August.</p> <p>Performance concerns identified (Subject):</p> <ul style="list-style-type: none"> • October 2022 • December 2022 • February 2023 <p>Data from full year group tracking sheet to indicate % of pupils in cohort on track measured against the targets</p> <ul style="list-style-type: none"> • 1+ 50% • 3+ 30% • 5+ 7% <p>This to be reviewed after each reporting period.</p> <ul style="list-style-type: none"> • October 2022 • December 2022 • February 2023 		
<p>Final evaluation:</p>				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Health & Wellbeing: Achieved by June 2023 <ul style="list-style-type: none"> Reduce Exclusions in S1-4 by 50% from 104 to 50 half day openings Increase whole school attendance S1-6 from 88.4% to 90%. Focussed outcome on improving S2 from 84.68% to 86% and S3 from 83.16 to 86%
Person(s) Responsible Who will be leading the improvement?	DHT S1/2 (Brian. O'Neill), DHT S3/4 (Joanne Kerr), DHT PEF (Jen Hunter), CIIL (Donna McCann)

(Please insert the relevant information below using the codes above)	
NIF Priority: <ol style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing; 	NIF Driver: <ol style="list-style-type: none"> Teacher and Practitioner Professionalism Parent/Carer Involvement and Engagement
NLC Priority: Improved Outcomes for Vulnerable Groups	QI:2.1 & 3.1
PEF Intervention: Attendance monitoring	Developing in Faith/UNCRC: Article 28 - right to education
<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.</u>	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?

Exclusion data from 2016 shows an overall trend of reducing exclusions, however the school constantly remains above the NLC average. Despite this gap closing significantly to 0.69% in 2021 the projection is for this to plateau when the dashboard information is confirmed for 2022. The revised GIRFEC procedures and the clear direction from the Scottish Government and NLC means that this must be considered a priority for improvement.

Attendance was an overall success for Braidhurst in 2021-22 in comparison to NLC average however the attendance trend indicates a drop from historic patterns stretching back over five plus years. Two year groups S2 84.68% and S3 83.16% are particularly low. Historic trends indicate that attendance drops further from S2 into S3 and from S3 into S4 by between 2-5%. Arresting or limiting this decline is therefore essential.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**

EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1	EVALUATION CHECKPOINT 2
What will be the benefit for learners (be specific)	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Exclusion Reduce the risk of serious offending	PT PS and DHT to interview at risk pupils and identify hot spots and areas of challenge where issues in the school might result in serious in	Exclusion data record - months Discipline referrals record - weekly		

<p>from the high risk group of pupil in S1. Previous data would suggest 50% of these pupils would be excluded. Reduce this to 25%.</p> <p>Reduce the number of pupils in the high risk target group in S2 (9 pupils) being excluded. Reduce the number of days exclusion from this group of pupils in while they were S1 from 44 half days to 22 half days.</p> <p>Reduce the number of pupils in the high risk target group in S3 (8 pupils) being excluded. Reduce the number of days exclusion from this group of pupils in while they were S2 from 28 half days to 14 half days.</p> <p>Reduce the number of pupils in the high risk target group in S4 (8 pupils) being excluded. Reduce the number of days exclusion from this group of pupils in while they were S3 from 32 half days to 16 half days.</p>	<p>conduct that would put them at risk discipline measure and possible exclusion.</p> <p>PT PS and DHT to be pro active and meet with family to discuss any identified hot spots or challenge issues to agree support plan.</p> <p>Trauma informed practice training for all staff</p> <p>Group support session for targeted pupils to discuss issues as incidents arise.</p> <p>Curriculum review considering a broader and more inclusive curriculum in the BGE and pathway. DHT (S5/6) responsible for 2.2 Curriculum to conduct review. (DHT S5/6 MC)</p> <p>Staff awareness sessions of alternative SCQF qualification to be made available to staff in term 1.</p> <p>Tracking of target group and others identified as at risk in the four reporting periods in S1-4.</p>	<p>De- Merits record - Weekly</p> <p>Pupils review meetings score – Outcome Star</p>		
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<p>Attendance Realistic Targets S1 – 91% (to be confirmed when S1 data analysis from P7 is complete)</p> <p>S2 - 89%</p> <p>S3 - 86%</p> <p>S4 - 86%</p> <p>S5 - 90%</p> <p>S6 - 93%</p>	<p>Action as per PEF Improvement Plan</p>	<p>Measures as per PEF Improvement Plan</p>		
<p>Final evaluation:</p>				

PEF ALLOCATION: £85 750

SAC RESOURCE: -

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2022-23**



RATIONALE FOR EQUITY PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure/SAC resourcing is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.** Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
Priority 1- Raising Attainment (Literacy & Numeracy)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Transition teacher to deliver bespoke literacy support class focussed on reading at 1st/2nd level RTIC S2 shadowing to determine resettling into school following summer break 	Literacy By May 2023, improve reading age of 17 targeted S2 pupils (PEF Appendix 2), reducing each pupil’s reading age deficit by at least 1 year.	<ul style="list-style-type: none"> TPJ Reading assessments RTIC levels
Priority 1- Raising Attainment (Literacy & Numeracy)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Transition teacher to deliver individualised literacy support course focussed on reading and writing at E/1st level RTIC 	Literacy Improve reading age of 1 targeted S2 pupil (PEF Appendix 3) from less than 6 years and writing age of less than 7 years by at least one year each by May 2023. By May 2024 this targeted pupil should achieve 1 st level literacy.	<ul style="list-style-type: none"> Departmental Class Assessments Single Word Reading Test Reading Age Deficit
Priority 1- Raising Attainment (Literacy & Numeracy)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Transition teacher to deliver literacy support course focussed on writing at 1st/2nd level RTIC Single word spelling 	Literacy By June 2023, 100% of 15 targeted S3 pupils (PEF Appendix 4) will have achieved at least 2 nd level in <ul style="list-style-type: none"> Reading Writing Listening & Talking 	<ul style="list-style-type: none"> TPJ Reading assessments RTIC levels Departmental Class Assessments Single Word Reading Test Reading Age Deficit
Priority 1- Raising Attainment (Literacy & Numeracy)	Staff Time See PEF Appendix 1: HT PEF	<ul style="list-style-type: none"> Delivery of literacy support intervention focussed on writing at 1st/2nd level RTIC 	Literacy By June 2024, 100% of 17 targeted S2 pupils (PEF Appendix 3) will have achieved at least 2 nd level in	<ul style="list-style-type: none"> Single Word Spelling Test S3 ACEL Snapshot Exit Data

	Proforma Plan – Staffing	<ul style="list-style-type: none"> • Single word spelling 	<ul style="list-style-type: none"> • Reading • Writing • Listening & Talking 	
Priority 1- Raising Attainment (Literacy & Numeracy)	Updated books (Circa £600)	<ul style="list-style-type: none"> • Pupil interest survey to establish reading attitudes and general interests of pupils • Purchase updated books meeting the interests of BGE pupils to form a bank of reading for enjoyment texts. 	Literacy The number of books read for enjoyment by all pupils in BGE to increase by at least 2 books by June 2023	<ul style="list-style-type: none"> • Pupil and parent surveys • Tracking of books borrowed and read
Priority 1- Raising Attainment (Literacy & Numeracy)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> • Testing of S1 pupils to establish baseline levels for: <ul style="list-style-type: none"> ○ Listening and Talking ○ Writing ○ Reading ○ Single Word Reading ○ Literacy Age 	Literacy By 30 th September baseline data (new S1 cohort) for reading and single word spelling established and pupils requiring interventions identified.	<ul style="list-style-type: none"> • Listening and Talking Assessment • Writing Assessment • Reading Assessment • Single Word Reading/Spelling Assessments • Literacy Age and Deficit
Priority 1- Raising Attainment (Literacy & Numeracy)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing Photocopying (PEF Circa £...)	<ul style="list-style-type: none"> • Testing of S1 pupils to establish baseline levels for: <ul style="list-style-type: none"> ○ Omega ○ Maths Age (& any resulting deficit) • Numeracy knowledge gaps identified • Intensive Numeracy Basics course delivered 	Numeracy By 30 th September baseline data (new S1 cohort) for numeracy established and pupils requiring interventions identified.	<ul style="list-style-type: none"> • Omega • MaLT Assessments • Intensive Numeracy Diagnostics
Priority 1- Raising Attainment (Literacy & Numeracy)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing Photocopying (PEF Circa £...)	<ul style="list-style-type: none"> • Maths Balance recovery programme training of those delivering intervention • Maths balance diagnostics completed to identify areas of need followed by delivery of the programme. • S2 shadowing to determine resettling into school following summer break. 	Numeracy Reduce Numeracy deficit age of 17 targeted S2 pupils (PEF Appendix 5) by at least 1 year by May 2023	<ul style="list-style-type: none"> • Omega • MaLT Assessments • Class Assessments • Intensive Numeracy Diagnostics • Maths Balance Progress Record Sheets
Priority 1- Raising Attainment (Literacy & Numeracy)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> • Differentiated support • Maths Balance programme delivered to those in need • Intensive numeracy basics course delivered in class alongside core maths courses. 	Numeracy By June 2023, 100% of 13 targeted S3 pupils (PEF Appendix 6) will have achieved at least 2 nd level in numeracy	<ul style="list-style-type: none"> • Omega • MaLT Assessments • Class Assessments
Priority 1- Raising Attainment (Literacy & Numeracy)	Staff Time See PEF Appendix 1: HT PEF	<ul style="list-style-type: none"> • Differentiated support • Maths Balance programme delivered to those in need 	Numeracy By June 2024, 100% of 17 targeted S2 pupils (PEF Appendix 5) will have achieved at least 2 nd level in numeracy.	<ul style="list-style-type: none"> • Intensive Numeracy Diagnostics • Maths Balance Progress Record Sheets • S3 ACEL Snapshot Exit Data

	Proforma Plan – Staffing	<ul style="list-style-type: none"> Intensive numeracy basics course delivered in class alongside core maths courses. 		
Priority 1- Raising Attainment (Literacy & Numeracy)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Further numeracy support provided during class. Additional 4th level numeracy home learning tasks set 	Numeracy By June 2023, 100% of 9 targeted S3 pupils (PEF Appendix 7) will have achieved 4 th level in numeracy.	<ul style="list-style-type: none"> S3 ACEL Snapshot Exit Data
Priority 2 - Health & Wellbeing (Attendance)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Tracking of attendance (Seemis) Pupil Conversations Discussions with parents Liaise with PTPS team 	Attendance Targeted BGE pupils (PEF Appendix 8) to reduce number of absences by at least 50% in comparison to last year.	<ul style="list-style-type: none"> Attendance monitoring (Seemis)
Priority 2 - Health & Wellbeing (Attendance)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Soft Start tracking. Latecoming tracking (Seemis) for those arriving later than P1 Pupil Conversations Discussions with parents Liaise with PTPS team and HSPO 	Latecoming Targeted BGE pupils (PEF Appendix 9) to reduce number of late openings by at least 50% in comparison to last year.	<ul style="list-style-type: none"> Soft Start tracking and monitoring Latecoming data (Seemis)
Priority 2 - Health & Wellbeing (Excusions)	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Pupils focus group (Intervention being discussed and costed) 	Exclusions Reduce number of exclusions of 5 targeted pupils (PEF Appendix 10) in comparison to last year	<ul style="list-style-type: none"> Exclusion data
	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Data to be digitised and tracking to incorporate SIMD, care experience and RISK data 	Engagement Maintain electronic copies of Future Fridays engagement data and use this to establish future baseline data.	<ul style="list-style-type: none"> Future Fridays engagement data
	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Pupil focus group Parent focus group Engagement afternoon organised by PT in charge and supported by PEF 	Family Engagement Information shared with S1 families who would benefit from partnership with Future Fridays established by 30 th September 2022	<ul style="list-style-type: none"> Minutes of Focus Group Attendance at Future Fridays afternoon event
	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Liaise with catering staff Provide support for filling out application form for eligible families 	Free School Meals Identify pupils entitled to free school meals and support the application process	<ul style="list-style-type: none"> Free School Meals uptake
	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing	<ul style="list-style-type: none"> Rota of staff to support the delivery of the breakfast club Provision of healthy breakfast items to supplement donated foods. 	Breakfast Club Ensure all pupils start the day with a healthy meal.	<ul style="list-style-type: none"> Breakfast Club attendance data Percentage of PEF criteria pupils in attendance Pupil Surveys

	Breakfast Items (PEF Circa £500)			
	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing Brilliant Club (PEF £2562)	<ul style="list-style-type: none"> Pupils to complete The Scholars Programme under the supervision of the lead teacher (Dr Gardner) 	Employability and Skills Development 100% of 14 targeted pupils (PEF Appendix 11) will have achieved success in The Scholars Programme (Brilliant Club) by January 2023. This gives the pupils an insight into the demands of study beyond school.	<ul style="list-style-type: none"> Brilliant Club Report Pupil Surveys
	Snack Budget (PEF Circa £300)		Promoting Healthy Lifestyles Pupils in SfL interventions provided with a healthy snack and encouraged to maintain healthy food choices	<ul style="list-style-type: none"> Feedback from staff and pupils
	PE Kit (PEF £840)	<ul style="list-style-type: none"> Pupils issued standard Braidhurst branded PE kit 	Cost of the School Day PE kit provided to all S1 pupils to ensure owning appropriate clothing is not a barrier to PE participation.	<ul style="list-style-type: none"> PE Engagement data
	Staff Time See PEF Appendix 1: HT PEF Proforma Plan – Staffing Reading Books (PEF Circa £100)	<ul style="list-style-type: none"> Delivery of formal numeracy/literacy transition programmes as developed with PTs English and Maths Informal observations of pupils to support transition data 	Primary School Partnership Working Gather baseline data on perceptions of high school learning and teaching and identify pupils who may be in need of future interventions (literacy / numeracy / HWB)	<ul style="list-style-type: none"> Pupil surveys Confidence at transition events Engagement data

Action Points:

- S1 baseline data for literacy and numeracy to be established in order to identify improvement areas as soon as possible with a particular focus on those pupils from outwith the catchment.
- 2022 P7 attendance exit data unavailable, to obtain this we will need to be collate at point of transition in the future.
- Engagement data for HWB to be improved:
 - Exclusion data maintained;
 - Attendance and Latecoming/Soft Start vs SIMD/risk/care experience to be maintained;
 - Breakfast Club data vs care experience/SIMD/risk/care experience to be maintained.
- Absence of checkpoint data, evaluative statements, impact and evidence minimised by completing review of all interventions/spends at checkpoints.
- Digitised data encouraged, where appropriate, with relevant PEF indicators detailed.
- Re-evaluate plan when HT dashboard is updated.

EQUITY CHECKPOINT 1: JANUARY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

EQUITY CHECKPOINT 2: MAY 2023

Priority	What is going well? (Impact)	How do you know? (Evidence)	Describe any changes you have made/will make to your Equity plan	Support required? Next steps

Appendix 1:

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:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
<p>Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour</p>	<p>1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life</p> <p><u>PEF INTERVENTIONS</u></p> <p>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</p>	<p>NIF Priorities</p> <p>7. Placing the human rights and needs of every child and young person at the centre of education 8. Improvement in children and young people's health and wellbeing; 9. Closing the attainment gap between the most and least disadvantaged children and young people; 10. Improvement in skills and sustained, positive school leaver destinations for all young people 11. Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Drivers</p> <p>4. School and ELC Leadership 5. Teacher and Practitioner Professionalism 6. Parent/Carer Involvement and Engagement 7. Curriculum and Assessment 8. School and ELC Improvement 9. Performance Information</p>

<p>Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights</p>	<p><u>Education and Families Priorities</u></p> <ol style="list-style-type: none"> 5. Improvement in attainment, particularly literacy and numeracy 6. Closing the attainment gap between the most and least disadvantaged children 7. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 8. Improvement in employability skills and sustained, positive school leaver destinations for all young people 9. Improved outcomes for vulnerable groups 	
<p>Developing In Faith <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>		
<ol style="list-style-type: none"> 1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good. 		