North Lanarkshire Council

Driving Equity and Excellence

Improvement Action Plans

Session 2020-21

School:	Cardinal Newman High School
Cluster:	

Improvement Plan Summary	
Cluster Priority:	Improve outcomes for children via implementation of the GIRFEC Pathway; and the establishment of Integrated Cluster Wellbeing Teams and Bases.
School Priority 1:	Raising attainment and achievement for all young people
School Priority 2:	Improving the health and wellbeing of staff, young people and their families
School Priority 3:	Digital Learning

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 Research Lab
    - 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 schools vision and values are underpinned by the Gospel Values, which permeate all aspects of the work of the school.

At the centre of these values are these principles and actions

Caring – At CNHS we display kindness and concern for others
Achieving – At CNHS we reach and exceed our goals as a team
Respect – At CNHS we respect and encourage each other
Determined – At CNHS we let nothing stop us in our path for success
Independent – At CNHS we are able to think by ourselves and act as independent learners
Nurtured - At CNHS we care and protect each other
Ambitious - At CNHS we strive to be the best version of ourselves
Learning - At CNHS we dare to think creatively

Our aims are to ensure that every student has access to a wide range of opportunities to achieve, to fully develop the skills, attitudes and values necessary for a fulfilled life in modern society. We strive for Equity and Excellence in everything that we do.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, the NIF framework, carried out an audit of last year's improvement plan, this year's school improvement report and some (more limited than normal due to current health guidelines) engagement with parents/carers and learners. Consultation this year has been more difficult due to the current health restrictions in place. The approach this year has been that the 2020 improvement plan is very much a live and working document and our priorities and focused may change due to the current situation. The current priorities will be shared with the Parent Council and with the wider parent forum and we will welcome and take on board any further comments and suggestions.

The three main improvement priorities were discussed with colleagues at meetings in June 2020 and again in August 2020.

We are also conscious that staff have been working very hard in the current situation and that all of the improvement work they have undertaken particularly with regard to digital learning and curriculum delivery is recognised and included in the 2020 plan.

November INSET Day will have a focus on the 2020 improvement plan and provide colleagues with opportunities for further consultation and audit.

Details of engagement with parents/carers

Parent Council Meeting – Agenda and discussion on Monday 9 November.

Consultation questionnaire detailing the 2020 priorities and a free text box for further suggestions to all parents. The feedback from previous parents evening consultation/evaluations were also incorporated in identifying some of the key 2020 School Improvement priorities.

Details of engagement with learners

Year Heads met with representatives of each house group in the school, across all year groups. Students were asked to rank priorities and make school improvement suggestions and discuss how the proposed improvements would positively impact their experiences in classroom and in the school.

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
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	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	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	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

	Developing in Faith Themes		
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.	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 5. Serving the common good.	*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.* *The articles can be found here.*	

2020- 21 Cluster Improvement Plan

IMPROVEMENT PRIORITY:	Improve outcomes for children via implementation of the GIRFEC Pathway; and the establishment of Integrated Cluster Wellbeing Teams and Bases.				
Person(s) Responsible Who will be leading the improvement?	Cluster Chair and CIIL, supported by Education and Families Manager				
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
QI: 1.3 QI: 2.4 QI: 3.1 QI: 3.2		1.School Leadership 2.Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's progress	3. Improvement in children's and young people's health and wellbeing	Improvement in children and young people's health and wellbeing	Article 12: Right to express views. Article 24: Right to health care

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)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
A clear vision is established for cluster working which places positive outcomes for children and their families at its heart.	Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to establish shared vision and cluster protocols in terms of partnership working.	Evaluations from all cluster stakeholders in February and May.		By October 2020 mid-term break
All relevant practitioners within the school are familiar with the GIRFEC refresh to ensure: • identification • assessment • planning • implementation of interventions are in place for those children and young people who need more assistance.	Deliver staff training on the GIRFEC refresh (including the revised Support Around the School model) to further support workforce practice improvement in relation to the effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role.	Relevant staff trained and implementing the GIRFEC pathway.	GIRFEC refresh	September 2020 Inset day November 2020 Inset day
The revised Support Around the School system is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway.	Establishment of the cluster wellbeing team. Deliver training for the wellbeing team around the new Support Around the School system.	Cluster Wellbeing Team fully formed and supporting children and families via the GIRFEC pathway. All members of the wellbeing team trained and implementing the new Support Around the School System.	Documentation around the new Support Around the School system.	Training- September 2020 Inset Day Implementation of Support Around the School System- from October 2020.
The Integrated Cluster Wellbeing Base will be fully formed and providing support to children and their families.	Long term location of the base finalised. Integrated Cluster Wellbeing Team develop the base in terms of resource and functionality.	Children and their families accessing the base and receiving appropriate support as identified via the GIRFEC pathway.	Furniture for the teaching space and family room. Provision of ICT facilities including connectivity.	Base to be fully functional by April, 2021.

			Admin resources for the wellbeing team.	
All establishments in the cluster are supporting families experiencing poverty via a robust 'Poverty Proofing Our School/ Centre' policy.	SLT and PEF team to continue with the school 'Poverty Proofing Our School' initiative. 'Connecting Families' (Club 365 intensive model) is included in revised 'Support Around the School' meetings.	Questionnaires to parents, pupils and staff to form plans for session 2020-21 Increased number of referrals from schools to the Financial Education Team.	Guidance paper and advice from continued two way communication between school and home.	Continued recording of poverty proofing across the school.
Continuation of cluster based moderation, focus of literacy (writing)	English PT and PT SfL involved where appropriate.	Relevant staff involved throughout the year when achievement of a level discussed as appropriate. Staff discussions on achievement of a level result in positive actions with pupil materials and expectations from P7 transitions.	Materials as appropriate and meeting times across the year.	Materials passed to appropriate staff during the year. First meeting November inset day.
Transition programme delivered by CNHS with all cluster primary schools.	Delivery from: Literacy, Numeracy, Health & wellbeing, Science and RE. Online and live activities with follow up when P7 pupils arrive in S1.	Updates and continued conversations between staff involved and P7 teachers to ensure consistent approach across the cluster.	Materials supplied by CNHS. Time from cluster schools to plan and deliver the materials to P7 pupils.	Dates from October to June included on the cluster transition programme calendar.

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IMPROVEMENT PRIORITY 1:	Raising attainment and achievement for all young people				
Person(s) Responsible Who will be leading the improvement?					
HGIOS/ HGIOELC Quality Indicators	**PEF Interventions**	**NIF Drivers**	**NIF Priorities**	**Education and Families Priorities**	**Developing in Faith/ UNCRC Article(s)**
1.1 Self-Evaluation for Self-Improvement, 2.2 Curriculum, 3.2 Raising Attainment and Achievement, 1.2 Leadership of Learning 1.3 Leadership of Change, 2.7 Partnership, 2.3 Learning Teaching and Assessment Learning	1. Early intervention and prevention 2. Targeted approaches to literacy and numeracy 3. Promoting a high quality learning experience 4. Differentiated support 5. Using evidence and data	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	1. Improvement in attainment, particularly in literacy and numeracy;	1. Improvement in attainment, particularly literacy and numeracy	1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Serving the common good.

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)	**Resources** Please include costs and, where relevant, state where cost is being met from.	**Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Curriculum Offer All students have access to a broad range of appropriate courses, qualifications and experiences which lead to improvements in their attainment and achievement.	Review current BGE and Senior Phase curricular provision. Subject departments and school leaders to identify, develop and offer new courses and experiences as appropriate. Involve young people and teachers and other partners in the self-evaluation activities. Share the findings of the associated self-evaluation activities and implement the agreed improvements.	Improved curriculum offer which meets the needs of all young people. All students have access to a range of appropriate courses which provide appropriate challenge and lead to a range of appropriate qualifications in the senior phase. Improved attainment and achievement figures across a range of measures including SQA data. Improved stay on rates.	Education Scotland and SQA curriculum and course advice and resources. Collaborative work with school and partners. Time for collaboration and planning. Costs associated with implementation.	June 2021
Curriculum (COVID 19) Refreshed curriculum rationale and model which reflects curriculum advice in line with COVID-19 guidance to reduce virus transmission.	All staff to take part in curriculum review following Education Scotland and NLC curriculum guidance. Curriculum Rationale will be continually reviewed as guidance changes.	Consultation with all stakeholders. Teachers' planning will reflect changes to curriculum rationale. Measure impact of changes to our curriculum/class structure/timetabling	Education Scotland Curriculum Advice. NLC Curriculum Guidance. COVID-19 Re-opening of schools guidance.	August 2020 and ongoing

	Consultation and communication with all stakeholders.	changed based on return to school after the lockdown.	Refreshed Curriculum Narrative.	
Curriculum (Skills for Life and Work) Children are supported through well-planned experiences and approaches which demonstrate knowledge and understanding, skills and learning across the curriculum.	Sustained focus in planning and delivery of learning across core areas of Literacy, Numeracy and HWB. (See also SAC/PEF Plan). Develop S2/3 Skills for Life and Work Course. Ensure a consistent and shared understanding of IDL. Bundle Es and Os to maximise learning opportunities. Opportunities for outdoor learning are identified, maximised and embedded in the Skills for Life and Work Course and across the BGE curriculum. Practical investigations and activities are reviewed in line with COVID-19 guidance.	Planning will reflect core focus, developing skills for life and work, IDL and outdoor learning experiences, with a focus on HWB. Learning visits and professional dialogue will reflect core focus areas, including outdoor learning and understanding of IDL. Teachers planning and bundled Es and Os will demonstrate shared understanding and show increased connections across learning. Regular monitoring and tracking will show that young people are attaining and engaging in their learning (through skills for life and work).	NLC Curriculum Guidance COVID-19 Re-opening of schools guidance. Refreshed Curriculum Narrative SSERC advice. CfE Outdoor Learning Guidance. Healthy Schools Website– COVID Recovery section https://healthyschools.scot/	June 2021 and ongoing
Curriculum (DYW) Improvement of employability skills and sustained destinations for all students	Develop skills for life learning and work across all faculties and departments. Promotion of the Career Education Standards across the school. Increase engagement in flexible work placements and mock interviews Provide opportunities for young people to contribute to reviewing and evaluation across a range of our work and priorities in our SIP. Young people to develop their skills of recording and articulating their achievements and skills during PSHE and at other events. Offer opportunities for pupils to enrich their education in/out of school.	Improved awareness and engagement of young people in DYW. Develop progression pathways involving colleges, vocational providers, community work placements, and third way partnership working. Improve positive leaver destinations. Pupils are able to demonstrate a range of relevant skills for learning life and work. Pathways to positive destinations will be clearer for all young people and they will be more confident in planning next steps. Increased digital literacy and skills among all students.	Improve ICT provision. CLPL Programme for staff. Employer partnerships. Engagement of local businesses. Engagement of HE and FE providers. SDS.	June 2021 and ongoing

	Work with departments and partners to extend the range of courses and awards to meet the needs of all pupils. Embed the world of work into digital skills and learning.	Widen the number of students who achieve Level 5 or 6 leadership and Mentoring ASDAN qualifications to develop employability skills including: Leadership, Leadership for Values & Service, SCQF accreditation for Leadership Awards, Volunteering, Health & Wellbeing, PDAs, Caritas, DofE, Saltire Awards, Prince's Trust, Mentoring etc. Improved outcomes for Winter Leavers through participation in the Winter Leavers Pathway Mentoring Programme.		
Numeracy and Literacy Improve literacy and numeracy provision in the BGE including improved reading skills.	Reading for pleasure programme. **(See also SAC/PEF Plan)** Read, Write Inc., monitor and evaluate progress. Catch up numeracy programmes.	Wide range of approaches for early identification of students who may have difficulty with literacy or numeracy, using a range of data, and building on existing transition arrangements. Pupils will take the YARC assessment when programme is finished to measure impact and improvement in reading age. Implementation Catch Up Numeracy programme. MALT numeracy assessments given to target groups. Tracking and Monitoring- focusing in on Numeracy age and Reading age from P7 to S1. Transition work in primaries focus on literacy, numeracy health and wellbeing. **(See Transition Improvement Priority)** Development of a more robust shared understanding of the standards and in clusters plan regular opportunities to have professional dialogue about children's achievement of a level. Improvement in literacy attainment, particularly in writing. Increase the number of Pupils achieving achieved Level 3 Numeracy.	Mentoring program timetabled, teaching time/resource. Inputs from English, Maths & Support for Learning Departments. Subscription fees. Catch Up Numeracy software. Liaise with K Campbell and N Morrison regarding Toolkit Maths. Cath Up Numeracy subscription and training fees. Literacy week with IDL and a common theme. Numeracy Games Club. P7 transition Maths challenge event. STEM days. Moderation activities at school, cluster and authority level.	June 2021 and ongoing

		Increase number of leavers achieving Level 4 and Level 5 literacy. Increase number of leavers achieving Level 4 and Level 5 numeracy. Pupil Feedback. SNSA and other benchmarking evidence.		
Data Further develop the confidence of all staff in using data to analyse progress and identify target groups and individuals for intervention and support.	Review the range of data we currently gather. Review the range of data we currently gather (related to COVID19).	Whole school resource in place which is used by all staff to provide an overview of individual, year group, whole school attainment? Whole school resource in place which is used by all staff to identify individual and groups of young people for support and interventions. All staff can confidently use and analyse the data to inform planning.	CLPL Twilight Sessions INSET Days PEF PT	November 2020 and ongoing.
Tracking and Monitoring	Develop clear systems which lead to individual and group interventions following tracking activities. **(All year groups).** Early warnings and advice / support to young people and parents following each tracking period using an agreed format for all year groups. Revert to SEEMIS Tracking and Monitoring to carry out our Tracking and Reporting activities.	Whole school tracking and monitoring calendar produced which contains details of interventions. Calendar published to young people and parents. Young people and parents are clear about progress to date; what level they are working at; what level they can expect to achieve in national qualifications based on the evidence the school has; next steps.	CLPL Staff Training Information published to young people and parents / school website etc.	November 2020 and ongoing. October 2020.
Assessment & Moderation Improve the range of robust, reliable and range of assessment opportunities to improve outcomes for all when moderating children and young people's work. Develop a more consistent approach across all levels and stages of when/what evidence should be gathered.	Identify gaps in learning through careful consideration of assessment approaches. Ongoing and periodic assessment used effectively to track attainment and depth in learning. Provide time in the school assessment calendar and in WTA to allow	Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc. Teacher planning will reflect information gathered from assessments to plan next steps.	Protected time to train, work collegiately and develop sustainable working partnerships with all sectors connected to the school community. Assessment and Moderation cycles. Assessment resources (POLAAR, SLT etc)	Ongoing throughout school session 2020-2021

	departments to gather evidence for SQA and other national qualifications. Provide teachers with clear instructions and support on types of evidence to be gathered, assessment and moderation procedures to be used in the absence of national examination diet. Support teachers to make informed Assessment decisions about children' progress.	Monitoring, tracking and attainment reviews will show that children identified progress in their learning. Teachers have reliable, moderated folios of evidence/assessments for every child in senior phase which accurately reflect their performance in N5/H/AH.	"A Practitioner's guide to Assessment and Moderation" to support colleagues. CNHS Assessment and Moderation Leader.	
Equity To ensure continued equity of access and opportunity for maximising learning in the broad general education.	See SAC / PEF Plan. Effective use of the Pupil Equity Fund to support targeted young people Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge.		SAC/PEF Plan.	SAC/PEF Priorities - ongoing.
Our Faith Mission: raising attainment and achievement	Continue to develop opportunities for raising attainment and achievement through national qualifications and other certification: National 4 RMPS; Caritas; H RMPS etc.	All successful Caritas candidates meet the assessment criteria for the SQA Award Religion, Belief & Values Award Level 5 with opportunity to progress to level 6.		August 2020 onwards.

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2020-21 School Improvement Priority 2

IMPROVEMENT PRIORITY 2:	**Improving the health and wellbeing of staff, young people and their families** This priority recognises that positive mental health and wellbeing is evident when there are strong foundations of positive relationships, resilience and nurture in combination with accessing the right intervention when it is needed. It also recognises that a strong mental health and wellbeing approach requires to be delivered by staff who are well supported and able to deal with the emotional demands of this work and it is all underpinned by a strength based curriculum which promotes positive mental health and wellbeing.
Person(s) Responsible Who will be leading the improvement?	

HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
3.1, 3.2, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7	1,2,3,5,9,10,11,12	1,2,3,4	3	3	1,2,3,5

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)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Getting It Right For Every Child (GIRFEC) in Cardinal Newman High School.	Ensure strengths and areas of need are identified for every young person in CNHS. Provision put in place to support those at risk of underachieving. Develop a CNHS HWB Tracking tool to identify interventions for pupils at risk of disengagement, Promote wellbeing across the school with identified inputs by depts. Promote mental wellbeing through prevention and early intervention. Promote equality and respect through Catholic Social Justice teachings. Enhance staff knowledge and understanding of equality & diversity	Use reports to evaluate progress, wellbeing, engagement, participation.	Professional learning and leadership opportunities for staff involved in the delivery of wellbeing, health, DYW, Equality.	August 2020 onwards.

	issues, & support staff in addressing inequity. Signpost pupils to tailored resources to encourage positive mental health. Evaluate the quality of provision bringing together our evidence base, quantitative and qualitative, including observing learning at first hand. Data analysed to ensure that our outcomes are delivered in an effective and efficient manner and our impact can be readily determined			
Effective analysis of data to identify any poverty related attainment gaps in and to take appropriate action.	Continue to identify what constitutes the attainment gap in all subject areas. Ensure that PT's and teachers are effectively using INSIGHT, SEEMIS (from October 2020) and other data to identify the gaps in attainment and achievement in their subject areas; and to use for effective next steps.	Attainment meetings Individual and departmental result s analysis. Tracking analysis. SQA results CLP opportunities	Staff training Time for meetings and tracking interventions.	August 2020 onwards.
Students who have behavioural or emotional barriers to learning are able to access and progress in their learning.	Review of procedures for ensuring that vulnerable students who experience ACE or have other barriers to learning are able to achieve and attain across the school. Work with Virtual Schools to meet specific needs of our LAAC students. A programme of interventions in place to ensure that students are able to learn and access the full curriculum.	Increased engagement of vulnerable students previously identified as having significant barriers to learning due to behaviour. Improved attainment and achievement for targeted individual and groups of young people.	CPD: ACE Purchase resources and texts. Suggestions When Adults change everything changes. Education Scotland resources. Staffing (including SAC/PEF) Baseline evaluations with students and staff involved. In-service time with staff to further improve their understanding of the effects home life or other barriers can have on pupil attainment. Recommended reading lists for staff CPD: Professional reading	August 2020 onwards.

Continue to develop school approaches which address the key barriers to attainment including attendance, inclusion, engagement, and participation.	Review current actions in addressing these barriers and evaluate their impact taking steps to refine where required. Effective procedures and practices agreed and in place for accurate and improved attendance, in particular for vulnerable students. Liaise with Virtual Schools coordinator to meet specific needs of our LAAC students.	Improved Attendance and Punctuality. Improved Attainment and Achievement. Increased engagement in school events and other educational opportunities. Accurate recording of attendance and absence and follow up measures.	In-Service Input Ongoing monitoring Staff training	November 2020 onwards.
Improved Mental Health for all members of the school community, staff and young people.	Senior pupil mentoring group to play a significant role in providing support out with the classroom to develop confidence and resilience among younger students. (Health guidelines permitting). Embed practices, with a specific focus on ACES/trauma/anxiety due to COVID-19 lockdown, across the school. Create a Positive Mental Health Narrative including a Wellness Action Plan. Audit of current position / provision. Deployment of strategies to support the mental health of staff, pupils and families. Use of strategies like; Nurture, Solihull, Seasons for Growth, Youth Counselling service, Breakfast Club, CAMHS, PSHE programme, pupil / family contact, Healthy Schools. Joint working with local schools, partner agencies and third sector organisations. Also key organisations e.g. SQA, SDS, CAMHS etc.	Increased engagement of a wider range of students in the life of school. Benchmarking using tree of knowledge assessment or similar. Attendance figures, staff CPD, referrals, calendars. Creation of the plan. Minutes of key school action groups.	Solihull Training Nov 2020 In service day Programmes of work. Programme outlines. Whole school plan / map * Healthy Schools https://healthyschools.scot/	November 2020 onwards.

Further develop programs to support vulnerable students and those at risk of suicide and self-harm.

Develop the capacity of staff to support vulnerable groups including groups at risk of suicide. | Roll out See Me programme across the school.

Engage with See me too supporters

Training of staff in ASIST and Safe Talk.

Insert Safe Talk into PSHE programme of all S4-6 pupils. | Benchmarking questionnaires.

Interviews/discussions with young people.

Evaluation of project. | See Me resources and project led by PT Pupil Support.

NLC partnership/working group.

Ensure that there is planned time for Pupils and relevant staff to meet to collaborate and implement

See me project.

CPD/CLPL opportunities.
School in-service activities.

Educational Psychologist and other health partners input. | November 2020 onwards. |
| Staff wellbeing | Colleagues have opportunities to formally discuss the concept of self-care - 'Taking Care of Ourselves during Challenging Times'

Informal 'wellbeing check ins' are common practice to monitor how staff are feeling.

Check ins for all staff - from managers, for managers, and between peers.

Signposting: colleagues know where, and how, to access support, resources and online development opportunities.

Participation in related CLPL is encouraged.

Communications are shared and resources clearly signposted via own channels | Good self-care is regularly discussed, and suggestions/ strategies shared.

Impact on wellbeing is highlighted, reduced anxiety and increased confidence.

Focused support is offered to staff who are experiencing difficulties. Impact on wellbeing is monitored.

Staff participation, positive impact on morale

Staff know who to contact, within and out with school, if they need someone to listen or practical support. | Invest in staff professional learning to ensure that we develop a workforce which is recognised as skilled and confident, achieving the highest professional standards.

'Taking Care of Ourselves During Challenging Times' - presentations and support material provided by NLC

In school support plus staff welfare officer, Time for Talking as appropriate (see below for details)

One to One Support
Staff Welfare Officer 0793 928 1114
campbellc@northlan.gov.uk
Time for Talking Counselling Service
0800 970 3980

Information/ Resources
www.nllife.co.uk
Education and Families Weekly Bulletin
NL Teams (HWB/Staff HWB Folder)
Twitter @edfamstaffwellbeing
HWB Champion Link | August 2020 onwards. |

			'Taking Care of Yourself in Challenging Times' (Resource Pack for Individuals) Online Development Opportunities Claire Lavelle Webinars NLC Spotlight on Wellbeing webinars	
Improving Wellbeing through our Faith Mission.	Further develop emotional and social support for young people and staff through whole school commitment and contribution to: • Mass and the Sacraments • Staff retreats and opportunities for reflection • Whole school time for prayer • S6 Servant Leadership Programme • Caritas Commissioning Service & Final Award Ceremony • Staff and pupil retreats		RE Department School Chaplain Senior Pupils	August 2020 onwads.

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2020-21 School Improvement Priority 3

IMPROVEMENT PRIORITY 3:	Digital Learning - Our improvement priority aims to • develop the skills and confidence of teachers • improve access to digital technology for all learners • ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery • innovate and invest in digital technology for learning and teaching				
Person(s) Responsible Who will be leading the improvement?					
HGIOS/ HGIOELC Quality Indicators	**PEF Interventions**	**NIF Drivers**	**NIF Priorities**	**Education and Families Priorities**	**Developing in Faith/ UNCRC Article(s)**
1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.2 Raising, attainment and achievement 3.3 Increasing creativity and employability	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	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 6. Performance Information	1. Improvement in attainment, particularly in literacy and numeracy; 2.Closing the attainment gap between the most and least disadvantaged children; 4.Improvement in employability skills and sustained, positive school leaver destinations for all young people	1.Improvement in attainment, particularly literacy and numeracy 2.Closing the attainment gap between the most and least disadvantaged children 4.Improvement in employability skills and sustained, positive school leaver destinations for all young people	**Article 17 –** The right to reliable sources of information **Article 28** – The right to an education **Article 29**- The right to develop personality, talents and abilities

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)	**Resources** Please include costs and, where relevant, state where cost is being met from.	**Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Robust arrangements are in place to support continued learning for children who are unable to attend school.	Departments to establish materials available for learning at home. All children have equity of access to remote learning experiences. Ensure equity of access to technology and connectivity for all families. Promote and familiarise staff with Digital School. Review contingency planning for blended learning approaches.	Audit of digital access for all families. Request device and deploy to identified families through NLC. Staff engage in ongoing CLPL related to digital learning and teaching. Pre and post staff self-evaluation of training and awareness of digital resources available. Monitoring and tracking data/information will show that young people are	Digital School NLC Bulletin:- Digital Learning and Teaching Approaches NL Continuity Resource http://tiny.cc/5otklz. NLC Learning Hub Microsoft Educator Training Links with NLC Digital Pathfinder Team	June 2020 onwards

		accessing and engaging in learning for blended learning/online learning.	Guidance to support families during self-isolation.	
Development of resources to help parents support their children at home.	Departments to establish materials which support parents with learning at home. All departments make these materials available to parents on Show my Homework, Microsoft Teams and the school website. All departments/faculties using Microsoft Teams. A facility for parents to be alerted to due assignments and homework will be implemented during 2020.			June 2020 onwards
Young people have access to a device which enables them to engage with digital learning at home.	SLT and Pupil support staff to evaluate and review learner access needs. Education and families' guidance on digital learning and access to be reviewed for school context. Establish a contingency plan for school device use during a period of self-isolation. Review learning plans to ensure an alternative to digital tasks. All leaners and staff to be involved in the use of Acceptable use agreements.	Engagement Tracking. Parental Consultation. Staff evaluations of need. Establishment Contingency planning.	Education and Families Deployment of devices Guidance COVID-19 Re-opening of schools guidance	June 2020 and ongoing
Young people to have ease of access to digital learning platforms, which develop curricular needs.	All staff to issue children and young people with usernames and passwords to access online learning. Create an online learning overview, which is regularly reviewed. Issue online learning overview to children/young people and parents.	Learner evaluations Parental Consultation Planning Overviews will track use and inform overview	Refreshed Curriculum Narrative. Ed Scot – What Digital Leaning might look like. NLC - Digital Learning and Teaching Guidance (August 20) NLC - Digital Solutions to enhance Learning and Teaching.	June 2020 and ongoing

	SLT develop a strategic overview to digital learning pathway.		Glow Information	
A clear communication strategy, which ensures all stakeholders know expectations of remote and digital learning.	Develop a strategy to digital communication for learners and parents. Review and update school website, ensuring digital learning overview and links displayed. Launch and promote parents portal. Continue developed use of Groupcall for all stakeholders. Develop consistent approaches to digital home learning.	Parental Consultation Staff Evaluation Digital tracking and monitoring	NLC - Digital Learning and Teaching Guidance (August 20) Digital School	October 2020 onwards
Increase children and young people's opportunities to engage with learning digitally outside of the classroom environment, then sharing in class.	Develop consistent approaches to the use of digital learning across stages/subjects Increase flipped learning experiences using O365 and Glow Communicate approaches to flipped learning to all stakeholders. Develop use of collaboration tools in Glow to allow learners to work together and share learning. Develop use of virtual learning environments for learners.	Parental Consultation Learner Consultation/Evaluation Planning Tracking and monitoring Digital Tracking and monitoring	NLC - Digital Learning and Teaching Guidance (August 20) NLC - Digital Solutions to enhance Learning and Teaching. Digital School Ed Scot- Enhancing Learning and teaching through the use of Digital Technology. Education Scotland Newsletters Glow information	November 2020
Consistent use of Glow as a learning and collaborative environment for all learners and staff.	All children and young people are able to use O365 tools effectively to enrich their learning experience. Glow is used to give children and young people feedback on their learning. Regular use is made of accessibility tools in Glow to support learner's needs. Children/young people and staff have access to collaborative areas in Teams.	Learner Consultation/Evaluation Planning Tracking and monitoring Digital Tracking and monitoring - use of Insights on Teams	NLC - Digital Learning and Teaching Guidance (August 20) NLC - Digital Solutions to enhance Learning and Teaching. Digital School Ed Scot- Enhancing Learning and teaching through the use of Digital Technology. Glow information	June 2020 ongoing

Develop use of digital data to inform tracking of learner engagement and the digital curricular requirements.	All staff to be involved in the evaluation of digital platform engagement data. Insights to be used in all learner Team groups to track use. Develop approaches to evaluate and track learner progress using digital platforms and learning. SLT to develop an overview to digital platforms and their use across stages/subjects.	Planning tracking and monitoring Professional judgement Digital Tracking and monitoring - use of Insights on Teams	NLC - Digital Learning and Teaching Guidance (August 20) NLC - Digital Solutions to enhance Learning and Teaching. Digital School	June 2020 ongoing
Increased use of digital tools for assessment of learning.	All staff to include digital assessment opportunities in planning. Particular use to be made of tools which enable collaboration, assessment and evaluation: OneNote Sway Powerpoint Forms Word (in Glow)	Planning tracking and monitoring Learner evaluations Staff consultation Digital Tracking and monitoring - use of Insights on Teams	NLC - Digital Learning and Teaching Guidance (August 20) Microsoft Educator site in Glow Education Scotland Newsletters Glow information	June 2020 ongoing
Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills.	Schools to nominate a digital champion. Staff engage with digital learning CLPL. All staff to have access to Education and Families Bulletin on Glow. All staff to know their login for Login to Learn.	Planning tracking and monitoring Digital Tracking and monitoring - use of Insights on Teams Staff PRD	NLC - Digital Learning and Teaching Guidance (August 20) Microsoft Educator site in Glow NLC - Digital Solutions to enhance Learning and Teaching. Glow information Professional Learning - Ed Scot	June 2020 ongoing
Increased opportunity for faith-based pupil leadership using digital learning	Caritas pupils will create digital learning resources for use with associated primary schools with themes of prayer, Our School Patron, Advent, Easter & sacramental preparation where appropriate	Feedback from primary staff and pupils	access to IT Time to quality assure materials for primary schools Support from school chaplain / SLT where appropriate	Oct 2020 – Newman Resource Dec 2020 – Advent Resource March 2021 – Easter resource
Digital Schools Awards	Meet standard for digital schools award. Meet standard for Cyber Security & Internet Resilience Digital Schools Award.	Teacher confidence in using digital technology.	Replace and provide ICT equipment including interactive whiteboards. Review digital literacy content across the BGE curriculum.	

Evaluative Statement & Actual Impact/ Evidence

December	
March	

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
SAC/ PEF RESOURCE SPEND

North Lanarkshire Council

SAC/ PEF PLAN 2020-21

RATIONALE FOR SAC/ 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.

Our Context

NLC has one of the strongest and fastest growing economies in Scotland, however there are still significantly high levels of child poverty within most NL wards which are above the Scottish average. In Cardinal Neman High School we serve 930 children full-time from S1-S6. 52% of the children attending the school live within SIMD 1 and 2.

A significant number of children and families attending the school experience a high number of risk factors that we know can threaten children's development. For example, living in poverty which can impact on parents/carers ability to respond sensitively to children's emotional needs. Evidence shows that parents/carers are not always emotionally available to respond to the needs of their child when experiencing the adverse effects of poverty.

The aim of this plan is to support targeted young people directly and to strengthen their parents and caregiver's capacity to support their child's development, encouraging the types of parental responses which research shows will result in improved outcomes for young people.

- By coordinating the support offered by Cardinal Newman High School with cluster primaries, partners and wider agencies we will enhance opportunities for consistent and focused engagement of all young people irrespective of their background and circumstances.

- We will ensure that all staff understand how knowledge and understanding of a young person's background is important in planning for that young child's learning and success.

- We will continue to work to ensure that staff understand what poverty looks like in our school and the wider cluster and how this impacts attainment in our setting.

- We will provide appropriate professional learning opportunities for staff (e.g. refresher inputs on literacy or numeracy to upskill teachers).

- Within a health and wellbeing context we will work alongside social work and other health colleagues to enable effective support to be coordinated and delivered to vulnerable children and families.

- Our SAC/PEF plans focus on:

  (i)   Effective interventions to enhance young people's attainment in numeracy and literacy;
  (ii)   Improving the emotional wellbeing and health of young people;
  (iii)   Enhanced levels of engagement and support for young people living in deprivation and at risk, including improved attendance and removing financial barriers;
  (iv)   Enhanced parental capacity in providing a nurturing environment and care for their child;
  (v)   Enhanced consistency of professional practice to improve outcomes for children and families;

- In measuring the success of our plan in closing the poverty related attainment gap we will generate data to:

  (i)   Identify our poverty related attainment gaps;
  (ii)   Identify appropriate interventions and supports;
  (iii)   Measure children and parents' attendance and engagement, (SQA; ACEL; questionnaires; Parents' evaluations etc.);
  (iv)   Evaluate specific plans for individual young people and their development and progress;
  (v)   Measure specific health and wellbeing outcomes for young people and parents;
  (vi)   Measure any impact of staff professional review and development including questionnaires/feedback.

Cardinal Newman High School SAC/PEF Plan 20-21

Costings (FTE or resource)	Focus area - Intervention Literacy / Numeracy / HWB	Intended Outcome Please describe your planned use of SAC/PEF allocation and what you intend to achieve.	Evidence Please indicate what evidence you are going to collect to show impact and progression (e.g. YARC / MALT assessment etc.)
DHT PEF, PT LL and SAC staff	Literacy	Working across the whole school and specifically with English and Support for Learning. Analysis of current CAT/SNSA/ACEL data and comparisons with SQA data. Improvement in Literacy levels feeding into SQA Literacy results.	Data recorded throughout the school assessing literacy levels. YARC, Single Word Reading test, ACEL data.
PEF PT	Numeracy and Data	Working across the whole school and specifically with Maths and Support for Learning. Analysis of current CAT/SNSA/ACEL data and comparisons with SQA data. Improvement in Numeracy levels feeding into SQA Numeracy results. Creation and roll-out of CNHS Dashboard. Effective use of data in all faculties to ensure all staff are aware of pupil data.	Data recorded throughout the year from departments all completing Numeracy. Use of catch up numeracy to make an impact on S1-S3 pupils identified through early assessment. Dashboard ensures effective sharing of data, pupil learner journeys tracked effectively.
DHT PEF	Mental Health and Wellbeing/Family Links	Pupils able to receive in school support from HSPO and counsellors who will be employed 1 day per week. Provide interim support while awaiting CAMHS or alternative outside agency. Opportunity for families to engage with counsellor Len Northfield regarding suicide. Offering continued support for Solihull parenting though CLD links and training for information services.	More pupils seeking referral to in school support sooner to maintain out proactive approaches.
DHT PEF (x2) plus SAC Teacher	Digital Learning/Poverty Proofing/DYW	Continue to offer support for pupils who are experiencing poverty at home and mitigate the impact of Covid/self-isolation on their attendance and attainment through supporting digital learning. Provision of materials (clothing etc.) to remove the barriers of pupil nonattendance. Continued support in DYW across the school with relevant business partners. Continued support of HSPO working with families in the community. Business Continuity Planning and supporting digital learning.	Attendance/late coming figures continued to be collected and analysed. Aspirations raised among young people to progress to further/higher education. Use of CNHS dashboard data,

CHECKPOINT 1: JANUARY 2021

Intervention	Impact	Evidence
	Please include the following: Update on SAC allocation / distribution, impact to date (initial observations & assessments)	If possible please outline any evidence you may have gathered which indicates impact / progress.
Literacy	SAC Posts – 1@0.4FTE and 1@ 0.6FTE along with English staff used to support. **Interventions:** **RWI** – delivery of 5 sessions per week. This has made a positive difference compared with the former method of delivery – and has ensured successful continuation of the programme. **Extension of Reading Support Group** (supporting S2 and S3 graduates of RWI and those with reading ages below 10). Staffed by English teacher 0.3FTE, and SAC teachers. **Vocabulary Boost** – Liaison with Speech and Language Therapist to deliver and develop capacity within the English department to run this intervention programme across S1 initially. This programme will be rolled out in the BGE and then used as a strategy to support LAL. **Reading for Pleasure** Funding for new books. New Covid compliant library system – "Blind Dates with Books" English staff undertaking Literacy Coaching training.	RWI – every pupil involved has seen an increase in reading age on average of 2 years. YARC assessments also indicate improvement of literacy skills. School reports – positive for involved pupils across the curriculum. ACEL data shows positive attainment. Insight and NLC dashboard highlight that attainment gap within literacy is closing – particularly at levels 4 and 5. Data will continue to be monitored and evaluated. The tracking and monitoring process. Teachers analyse the impact of this work within their classes through pupil feedback. Those delivering the RWI programme will give regular updates to class teachers.
Numeracy and Data	**PT PEF used to support:** Analysis and compilation of data to create CNHS dashboard and pupil database. All data is brought together to include SIMD, reading ages, numeracy assessment data, health and confidential information in one document. This will support staff to plan for Equity of opportunity in the learning environment.	Evidence of impact on attainment through assessment/attainment/teacher judgement. This will include SNASA data from pupils in S3. Increased staff confidence in planning literacy and numeracy supports within the classroom – and across the wider curriculum. More effective learning and teaching – as identified

		by our School Improvement and Self-Evaluation working group.

Intervention	Impact	Evidence
	Please include the following information: Use of SAC allocation over the session and any variances from initial plan; impact using evaluative language.	Please indicate what evidence you have collected
Numeracy	**Literacy and numeracy profiles created** – bringing together all pupil assessment data, including all primary data. This has allowed staff to develop a holistic profile of pupils and has allowed us to have a more effective and streamlined transition – avoiding any S1 'dip in performance'.	We can quickly and effectively track pupil attainment throughout their learner journey. Allowing us to identify areas of strength and good practice. We can efficiently identify areas for further support.
	PEF Numeracy PT used to support interventions: Number Box IDL Sum Dog Catch-up Numeracy Rigour Maths Further staff attendance at numeracy coaching sessions.	Numeracy assessment data shows improvement in performance in targeted groups. Numeracy attainment data shows that the attainment gap is closing – particularly at level 4. Excellent progress being made at all other levels.
Mental Health and Health and Wellbeing	PT PEF supporting work of PT PE, PT Pupil Support and PT Support for Learning. **Mental Health Ambassadors Scheme** S6 pupils trained in Mental Health First Aid. S6 pupils running drop-in sessions to promote 'time to talk' and mental health awareness. PT Pupil Support leading this initiative. Temporarily paused due to COVID19 guidelines. **Mental Health First Aid (Staff)** Staffing point age used to support further attendance of staff across the curriculum in mental health first aid. There is now a member of staff trained in this in every department – supporting mental health and wellbeing of colleagues and pupils. **Mental Health Policy**	Increased pupil resilience. Fostering a culture of openness. Increased pupil confidence in supporting peers and signposting to pupil support teachers. Since Covid restrictions have been in place, 3 staff members have completed online training of Mental Health first aid courses – all enhancing a positive school culture where mental health can be discussed openly without fear of stigma.

	Enhancement of service provided for pupils through use of Teen Talk – 2 additional counsellors. Clear policy which reflects this. We have identified a group of pupils in S3 and S4 who would benefit from counselling support (enhanced from anything previously offered). The group have been identified as at risk of disengaging from school. Attendance and late coming is a problem with this group of pupils.	Further development of staff confidence in supporting mental health. Enhancement of school policy on mental health – now including all new services – Teen Talk, CAMHS EIS and CAMHS. Further development in pupil resilience and understanding of mental health and the supports available. Further development in use of mindfulness and other means of supporting mental health and overall wellbeing. Continued monitoring and evaluation using pupil focus groups.
	Development of PSHE Programmes PT PEF used to support PT Pupil Support staff in further developing resources and lessons to promote mental health awareness and pupil confidence in discussing mental health.	
	Nurture Additional Staffing used to run S1 and S2 nurture groups.	Use of indicators such as attendance, attainment and questionnaires/focus groups to monitor pupil confidence and self-esteem.
	Attendance Use of PT PEF to support work of PT Pupil Support in monitoring and promoting good attendance. Awards given to recognise good attendance and timekeeping. Support offered to promote good attendance and promotion of good timekeeping.	Development of new tool – attendance tracker, along with usual monitoring procedures via SEEMIS.
	Poverty Proofing Pupil uniform bank managed by PT PEF/DHT PEF. Free fruit scheme – managed and promoted by PT PEF Cost of the School day – managed by DHT PEF.	Barriers to learning removed by removing cost of school subjects –eg Home Economics. PE uniforms provided. Measured by looking at pupil attainment, behaviour and attendance. All of these measurements show improvement. Pupil X - tracking information shows she is on track in every subject, effort all being marked as excellent, attendance improved from last year – 98% vs 80% last year.

		Work Experience and My WOW	Further developed career management skills, increased motivation in school, further enhanced attainment and awareness of all career paths.
DYW		**Work Experience and My WOW** All pupils S1-3 registered on my World of Work and using regularly during PSHE.	Further developed career management skills, increased motivation in school, further enhanced attainment and awareness of all career paths.
		Virtual Careers Fayre Partnership working with business partners to further pupil and parent awareness of all opportunities. Regular updates regarding career and job opportunities given to pupils.	Continued partnership working, increased pupil motivation, continued improvement in attainment.
STEM		**Development of Skills for Life and Learning (SLL)** Enhancement of IDL courses to have more DYW focus and cross-curricular partnership. **PT PEF organising the following initiatives:** STEM Week BA Crest Discovery Award RICS STEM Event	Enhanced career management, enhancement of courses to further develop pupil awareness of transferable skills. Increased uptake of science subjects. Enhancement of partnership working. Improved attainment within STEM subjects.

In order to incorporate as much information as possible in to the final report to Scottish Government it would be helpful if you could share any learning on the following;
What has worked well in your overall strategy to achieve impact? Effective partnership working within the PEF team has contributed to the success of a number of our SAC/PEF interventions. Excellent use of PT Numeracy and Data skill set to empower all teachers to use data effectively in the planning and evaluation of learning and teaching and for identifying appropriate supports.
What has worked less well or could be improved? Continued development of family link events – continuing to evaluate and research ways in which to increase parent attendance.